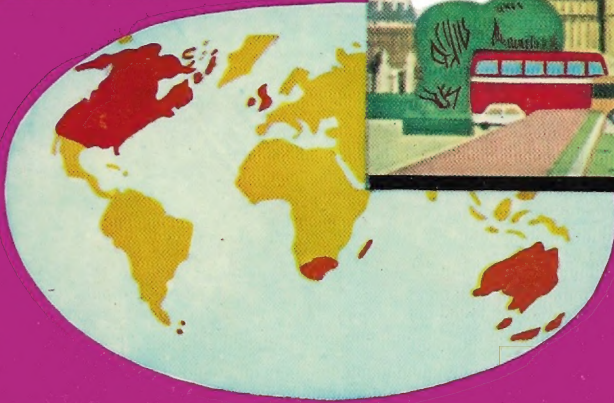
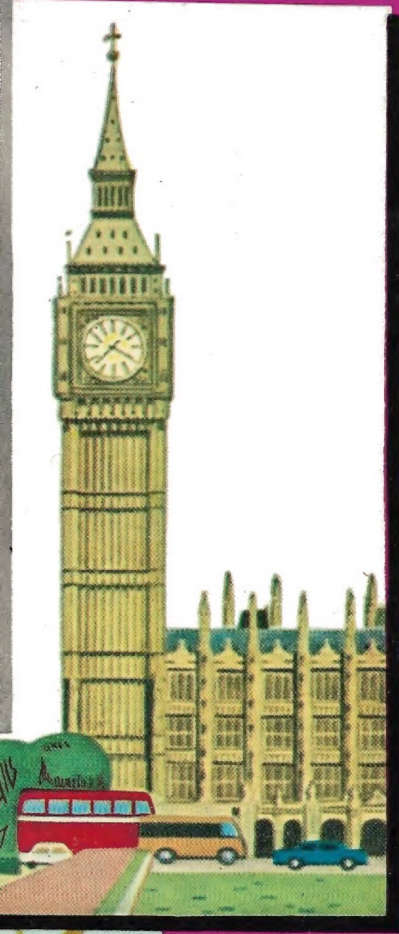


**J. DE JUAN B.**



# **CAMINO AL INGLES**

**5**



## CAMINO AL INGLES





J. de JUAN B.

CAMINO  
AL  
INGLES

AÑO 5.º

8.º EDICION

EDITORIAL COCULSA  
M A D R I D

## MATERIAL AUDIOVISUAL

de «CAMINO AL INGLÉS», libros 1, 2, 3, 4, 5

- Juego de 25 láminas bicolores en tamaño 80 x 56 cms.
- Juego de 25 diapositivas, a todo color, de estas mismas láminas.
- Juego de 3 cassettes de 60 minutos de grabación cada una, con los ejercicios de ritmo, conversaciones, lecturas, vocabularios, dictados, canciones, versos y chistes del libro 1.º. La grabación ha sido realizada por la firma PYE RECORDS LTD. de LONDRES, con voces selectas y variadas.
- Juego de 3 cassettes de 60 minutos de duración para cada uno de los libros 2.º y 3.º, con las mismas características didácticas y técnicas del libro 1.º.

Del mismo autor:

MIS PRIMERAS PALABRAS EN INGLÉS

---

ES PROPIEDAD

---



PRINTED IN SPAIN  
IMPRESO EN ESPAÑA

Depósito legal: M. 33091 - 1973

I. B. S. N. 84-7215-306-1

Imprime:

GRAFICAS FRAMASA

M.º del Carmen, 30

Madrid - 11

## PROLOGO

*"CAMINO AL INGLES", libros 1.º, 2.º, 3.º, 4.º y 5.º, es una obra que lleva ya varios años de existencia en muchos países de la América de habla española, siendo uno de los libros que más favorable acogida tiene entre los profesores y estudiantes de bachillerato de estos países.*

*Ahora, después de once ediciones, con un número de ejemplares editados superior al millón, es cuando se da a conocer "CAMINO AL INGLES" en España.*

*Hemos pretendido, a través de los cinco libros que integran la obra, ofrecer al estudiante los fundamentos del idioma inglés. Tanto el vocabulario empleado como las vivientes estructuras inglesas, al igual que todos los episodios y pasajes literarios de los libros, tienden a capacitar al alumno para que éste pueda enfrentarse al hablante nativo y adentrarse, por sí solo y con su esfuerzo, en la cultura y costumbres de los pueblos de habla inglesa.*

*Estamos de acuerdo con Closset en que "la Gramática ayuda a adquirir más rápidamente cuantos automatismos integran el lenguaje". De aquí que no hayamos prescindido de ella. Y, además, como dice otro eminente tratadista, consideramos que "es fundamental que ejercicios bien dirigidos acompañen al estudio de la Gramática".*

*Conscientes con esta creencia, toda materia tratada en "CAMINO AL INGLES" va acompañada de ejercicios profundos y seleccionados que afianzan al estudiante, en forma efectiva, sobre todo lo expuesto.*

*Algunos de los trozos literarios en este texto están tomados de los libros de Biología The Energy of Life y Going on Living, por F. Tyer, y Scientific English Practice, por G. C. Thornley. Queremos expresar en estas líneas nuestro profundo agradecimiento a los autores mencionados, así como a sus editores, Longmans, Green & Co. Ltd., por habernos concedido el derecho a imprimir estos pasajes en nuestro libro.*

*Otras lecturas están tomadas del libro Teach Yourself Biology, por M. E. Phillips y L. Cox, editado por The English University Press Ltd. Otros pasajes, compi-*

*lados por G. C. Thornley, están tomados de los siguientes libros: Physics for the Modern World, por E. N. da C. Andrade, editado por George G. Harrap & Company Limited; Stars and Space, por Patrick Moore, editado por A. & Black Ltd.; The World Around Us, por Sir Graham Sutton, editado por The English Universities Press Limited. Queremos expresar nuestro profundo agradecimiento a los autores de los libros citados, así como a sus editores, quienes, gentilmente, accedieron a concedernos el derecho a imprimir estos pasajes en nuestro libro.*

*Quedamos reconocidos por la ayuda prestada a los profesores N. V. Smith, J. P. Fitz Gibbon y José Merino. Estos dos últimos han revisado toda la obra y han hecho posible, con su colaboración, que "CAMINO AL INGLES" haya alcanzado el nivel actual.*

*Dejamos la acogida que esta obra merezca a todos los estudiosos de la lengua de Shakespeare en general, y la crítica y cualquier sugerencia sobre la misma a nuestros estimados colegas.*

*Madrid, 1970.*

EL AUTOR

# INDICE

	<i>Páginas</i>
PROLOGO .....	7
<b>LESSON ONE</b>	
<i>Christmas at the Wilsons'</i> .....	12
GRAMMATICAL EXPLANATIONS.— <i>Tiempos simples y tiempos compuestos</i> <i>en inglés. Su formación</i> .....	14
EXERCISES .....	16
<b>LESSON TWO</b>	
<i>Circulation: The Heart and the Nature of Blood</i> .....	19
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos.</i>	21
EXERCISES .....	22
<b>LESSON THREE</b>	
<i>Walt Whitman</i> .....	25
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	27
EXERCISES .....	28
<b>LESSON FOUR</b>	
<i>Conquest of Peru (I)</i> .....	30
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	34
EXERCISES .....	34
<b>LESSON FIVE</b>	
<i>George Eliot</i> .....	37
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	39
EXERCISES .....	39
<b>LESSON SIX</b>	
<i>From "The Mill on the Floss"</i> .....	42
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	44
EXERCISES .....	45
<b>LESSON SEVEN</b>	
<i>Mark Twain</i> .....	47
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	50
EXERCISES .....	50
<b>LESSON EIGHT</b>	
<i>Conquest of Peru (II)</i> .....	53
GRAMMATICAL EXPLANATIONS: <i>El uso de los tiempos simples y compuestos</i> <i>(continuación)</i> .....	56
EXERCISES .....	57
<b>LESSON NINE</b>	
<i>Robert Louis Stevenson</i> .....	59
GRAMMATICAL EXPLANATIONS.— <i>Coordinación y subordinación de oraciones:</i> <i>Coordinación</i> .....	61
EXERCISES .....	63

## LESSON TEN

<i>A Scene from "The Pickwick Papers"</i> ... ..	66
GRAMMATICAL EXPLANATIONS: <i>Subordinación</i> ... ..	68
EXERCISES ... ..	71

## LESSON ELEVEN

<i>Rudyard Kipling</i> ... ..	74
GRAMMATICAL EXPLANATIONS: <i>Correlación de tiempos</i> ... ..	76
EXERCISES ... ..	78

## LESSON TWELVE

<i>How Animals Diggest Food (I)</i> ... ..	80
GRAMMATICAL EXPLANATIONS: <i>Secuencia de tiempos en "Reported Speech"</i> ... ..	83
EXERCISES ... ..	84

## LESSON THIRTEEN

<i>The Conquest of Granada (I)</i> ... ..	87
GRAMMATICAL EXPLANATIONS: <i>Versión del subjuntivo español</i> ... ..	90
EXERCISES ... ..	92

## LESSON FOURTEEN

<i>"Treasure Island"</i> ... ..	95
GRAMMATICAL EXPLANATIONS: <i>Versión del subjuntivo español (continuación)</i> ... ..	98
EXERCISES ... ..	99

## LESSON FIFTEEN

<i>How Animals Diggest Food (II)</i> ... ..	101
GRAMMATICAL EXPLANATIONS: <i>Versión del subjuntivo español (continuación)</i> ... ..	105
EXERCISES ... ..	107

## LESSON SIXTEEN

<i>The Conquest of Granada (II)</i> ... ..	109
GRAMMATICAL EXPLANATIONS: <i>La voz pasiva</i> ... ..	112
EXERCISES ... ..	113

## LESSON SEVENTEEN

<i>John Trumbul</i> ... ..	115
GRAMMATICAL EXPLANATIONS: <i>Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until"</i> ... ..	117
EXERCISES ... ..	119

## LESSON EIGHTEEN

<i>"Ivanhoe"</i> ... ..	121
GRAMMATICAL EXPLANATIONS: <i>Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación)</i> ... ..	124
EXERCISES ... ..	125

## LESSON NINETEEN

<i>Joseph Jefferson (I)</i> ... ..	127
GRAMMATICAL EXPLANATIONS: <i>Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación)</i> ... ..	130
EXERCISES ... ..	131

	<u>Páginas</u>
<b>LESSON TWENTY</b>	
<i>Jack Easy Goes to Sea</i> ... ..	134
GRAMMATICAL EXPLANATIONS: <i>Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación)</i> ... ..	136
EXERCISES ... ..	136
<b>LESSON TWENTY-ONE</b>	
<i>Rip Van Wrinkle Returns Home</i> ... ..	139
GRAMMATICAL EXPLANATIONS: <i>Los prefijos "well", "ill"</i> ... ..	141
EXERCISES ... ..	142
<b>LESSON TWENTY-TWO</b>	
<i>Joseph Jefferson (II)</i> ... ..	145
GRAMMATICAL EXPLANATIONS: <i>La partícula "some" y el sufijo "ly"</i> ... ..	147
EXERCISES ... ..	149
<b>LESSON TWENTY-THREE</b>	
<i>Sight in Animals (I)</i> ... ..	151
GRAMMATICAL EXPLANATIONS: <i>"Genitivo de inversión". Distintos casos de yuxtaposición</i> ... ..	155
EXERCISES ... ..	158
<b>LESSON TWENTY-FOUR</b>	
<i>Internal Combustion Engines</i> ... ..	161
EXERCISES ... ..	163
<b>LESSON TWENTY-FIVE</b>	
<i>Sight in Animals (II)</i> ... ..	165
EXERCISES ... ..	168
<b>LESSON TWENTY-SIX</b>	
<i>Temperatures and Thermometers</i> ... ..	171
EXERCISES ... ..	173
<b>LESSON TWENTY-SEVEN</b>	
<i>Jupiter and the Outer Planets</i> ... ..	176
EXERCISES ... ..	178
<b>LESSON TWENTY-EIGHT</b>	
<i>Electricity in Early Days</i> ... ..	181
EXERCISES ... ..	183
<b>LESSON TWENTY-NINE</b>	
<i>Arriving from Outer Space</i> ... ..	186
EXERCISES ... ..	188
VERBS, NOUNS, ADJECTIVES AND PARTICIPLES FOLLOWED BY PRE-POSITIONS ... ..	191
IRREGULAR VERBS ... ..	195
REGULAR VERBS ... ..	201
VOCABULARY ... ..	218

## LESSON ONE

### *Christmas at the Wilsons'*



It is Christmas Day. Mr. and Mrs. Wilson have invited Hugh and Jane, the baby and Hugh's mother to have Christmas lunch with them and the house is full of people, the three women are busy in the kitchen, cooking, and making all sorts of nice things to eat. The turkey is sizzling in the oven and the Christmas pudding is simmering in the pot. The potatoes have been peeled and have been put into the oven to roast with the turkey and there is also a pot of vegetables boiling away. The four men are in the sitting room having a drink before lunch and discussing the news and the weather. The baby is upstairs sleeping away after his lunch. He is now just over a year old and his name is Hugh Charles. From time to time Jane goes to the foot of the stairs to listen if he is crying, but he sleeps soundly. He is a very good baby and rarely gives bad nights.

*Jane:* Have you put salt into the vegetables, mother?

*Mrs. Wilson:* Yes, I have. Do you think the turkey is ready? I think it has been in the oven long enough.



- Mrs. Carter:* Look, I think it is ready. It has turned a lovely brown and is soft and tender. Shall I tell the men we are ready?
- Mrs. Wilson:* Yes, do. Tell them to sit at the table and tell my husband he can take off his jacket, roll up his sleeves and sharpen the carving knife. It is his job to carve the turkey.
- Mrs. Carter:* That's a good idea. Men generally carve much better than women.
- Mrs. Wilson:* Jane, strain the vegetables and put them on this dish. I'll take the turkey out of the oven.
- Jane:* Be careful you don't get burnt! Doesn't it look nice? It's done to a turn! (She goes into the dining-room with the vegetables and puts the dish on the table. Everybody is in his place with a glass of wine ready. Mrs. Wilson comes in with the turkey. Everybody cheers and raises his glass.)
- Mrs. Wilson:* Merry Christmas to you all! Merry Christmas!

*Answer the following questions on the Reading Passage:*

1. What day is it?
2. What have Mr. and Mrs. Wilson done?
3. Where are the women?
4. What are they doing?
5. What is there in the oven?
6. What is simmering?
7. What kind of potatoes are they going to have?
8. What was boiling away?
9. Where are the four men?
10. What are they doing?
11. Where is the baby and what is he doing?
12. What has Mrs. Wilson put into the vegetables?
13. What is the turkey like?
14. Who is going to carve the turkey?
15. Who brings the turkey in?

## NEW WORDS

<i>to sizzle</i>	[ˈsɪzl]	<i>to roll up</i>	[ˈrəʊl ʹʌp]
<i>to simmer</i>	[ˈsɪmə(r)]	<i>to sharpen</i>	[ˈʃa:pən]
<i>pudding</i>	[ˈpʊdɪŋ]	<i>to carve</i>	[ka:v]
<i>to peel</i>	[pi:l]	<i>to strain</i>	[streɪn]
<i>rarely</i>	[ˈræəli]		

## GRAMMATICAL EXPLANATIONS

*Tiempos simples y tiempos compuestos en inglés.—Su formación.*—Poca dificultad debe suponer para el alumno a estas alturas la formación de los tiempos simples y compuestos en inglés. No así el uso de los mismos, que más adelante expondremos.

Comparada la lengua inglesa con nuestro idioma, donde cada verbo tiene ciento diez formas personales, cincuenta y seis simples y cincuenta y cuatro compuestas, la conjugación inglesa no implica dificultad seria.

Todo verbo inglés tiene tres, cuatro o cinco formas distintas; depende del verbo que se trate:

*put, puts, putting*  
*want, wants, wanted, wanting*  
*write, writes, wrote, written, writing.*

De los tiempos ingleses sólo dos son simples; el resto son compuestos. El hecho de que prácticamente no existan formas distintas para el subjuntivo, ya que ese modo no existe realmente en inglés, pues se emplean las formas del indicativo, contribuye enormemente a simplificar la conjugación inglesa. También, como luego veremos, resta dificultad a la secuencia o concordancia de tiempos en las oraciones compuestas.

La formación de los tiempos compuestos exige siempre un verbo auxiliar. Los verbos auxiliares por excelencia en la formación de los tiempos compuestos son: *to have* y *to be*, y las formas defectivas: *shall, should, will, would*.

He aquí la formación de los distintos tiempos de un verbo inglés en primera persona singular, conjugado en sus formas *habitual* y *progresiva* o *continua*:

El *Simple Present* de cualquier verbo inglés (menos *to be* y *to have*) es igual al infinitivo sin "to" del verbo. Cuando no se trata de un verbo defectivo, las terceras personas del singular toman una "s" o "es". Es decir, que el *Simple Present* de las terceras personas de todo verbo normal (menos *to be* y *to have*) es igual al infinitivo sin "to" del verbo más "s" o "es". Ej.: *I study; he studies*.

El *Simple Past* de cualquier verbo inglés, si se trata de un verbo irregular, es igual a la segunda columna del verbo. Si se trata de un verbo regular, es igual al infinito sin "to" de ese verbo más "d" o "ed". Contrariamente a lo que sucede

en el *Simple Present*, la forma del verbo en el *Simple Past* es la misma para todas las personas: Ej.: *I studied; he studied*.

El *Present Perfect* se forma con el *Simple Present* del verbo *to have* más el participio pasivo o pasado del verbo principal. Ej.: *I have studied*.

El *Past Perfect* se forma con el *Simple Past* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I had studied*.

El *Future Simple* se forma con *shall* o *will* más el infinitivo sin "to" del verbo principal. Ej.: *I shall study*.

El *Future Perfect* se forma con el *Future Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I shall have studied*.

El *Conditional Simple* se forma con *should* o *would* más el infinitivo sin "to" del verbo principal. Ej.: *I should study*.

El *Conditional Perfect* se forma con el *Conditional Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I should have studied*.

El *Simple Present Continuous or Progressive* se forma con el *Simple Present* del verbo *to be* más el gerundio del verbo principal. Ej.: *I am studying*.

El *Simple Past Continuous or Progressive* se forma con el *Simple Past* del verbo *to be* más el gerundio del verbo principal. Ej.: *I was studying*.

El *Present Perfect Continuous or Progressive* se forma con el *Present Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I have been studying*.

El *Past Perfect Continuous or Progressive* se forma con el *Past Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I had been studying*.

El *Future Simple Continuous or Progressive* se forma con el *Future Simple* del verbo *to be* más el gerundio del verbo principal. Ej.: *I shall be studying*.

El *Future Perfect Continuous or Progressive* se forma con el *Future Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I shall have been studying*.

El *Conditional Simple Continuous or Progressive* se forma con el *Conditional Simple* del verbo *to be* más el gerundio del verbo principal. Ej.: *I should be studying*.

El *Conditional Perfect Continuous or Progressive* se forma con el *Conditional Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I should have been studying.*

## EXERCISES

A) *Put these sentences into the future. Use the adverbial phrase of time given in brackets:*

- |   |   |
|---|---|
| 1. We started our holiday last Monday (next month).     | 6. My birthday fell on a Wednesday last year (next year). |
| 2. She got married last April (next June).              | 7. They were back before six o'clock.                     |
| 3. It rained last night (tonight).                      | 8. He published a book last spring (next autumn).         |
| 4. He flew to Lima last week (next month).              | 9. He went to work on Tuesday.                            |
| 5. We went to the cinema last Saturday (next Saturday). | 10. We played cards yesterday (tomorrow).                 |

B) *Put "if" or "unless" in the following sentences:*

- |   |  |
|---|--|
| 1. She would <b>have</b> come ... you had called her.   | 6. ... you tell the truth I shall punish you.          |
| 2. I should never have known it ... you hadn't told me. | 7. I shall go for a walk ... it rains.                 |
| 3. We would come ... they rang.                         | 8. She would come ... you called her.                  |
| 4. She will never know ... you tell her.                | 9. He wouldn't have written ... he had heard the news. |
| 5. ... he saw you he would speak to you.                | 10. I should buy a car ... I had enough money.         |

C) *Rewrite the following sentences using the structure "too ... for ... to". The first is done to show you:*

*This tea is so hot that I can't drink it.*

*This tea is too hot for me to drink.*

- |   |   |
|---|---|
| 1. This table is so heavy that I can't lift it.               | 6. The snow is so soft that we can't ski.             |
| 2. The meat is so tough that I can't eat it.                  | 7. You speak so fast that I can't follow you.         |
| 3. This lesson is so difficult that she can't understand it.  | 8. This shirt is so dirty that I can't wear it.       |
| 4. The car is so expensive that we can't buy it.              | 9. That hat is so big that Peter can't wear it.       |
| 5. The lamp over the table is so high that he can't reach it. | 10. The orange was so sour that she could not eat it. |

D) *Add question phrases to these sentences. The first is done to show you:*

*He is at home today...*

*He is at home today, isn't he?*

- |  |  |
|--|--|
| 1. They are Peruvian, ...?                   | 6. She can't speak German, ...?          |
| 2. She had a beautiful car, ...?             | 7. It might rain tonight, ...?           |
| 3. We shall go for a long walk, ...?         | 8. He must do his military service, ...? |
| 4. You needn't go to school on Sundays, ...? | 9. They went to school together, ...?    |
| 5. They oughtn't to work so hard, ...?       | 10. He needs a new hat, ...?             |

E) *Answer the following questions:*

- |  |   |
|--|---|
| 1. What is your nationality?                       | 11. Would you rather be intelligent than rich?                            |
| 2. How old are you?                                | 12. What month is this?   |
| 3. Which season do you prefer?                     | 13. What year is this?  |
| 4. Where was Simon Bolivar born?                   | 14. What is your favourite sport and why?                                 |
| 5. Have you ever been to the USA?                  | 15. Do you like modern music?   |
| 6. What would you like to be when you grow up?     | 16. What animal would you like to have as a pet?                          |
| 7. Which do you prefer, the cinema or the theatre? | 17. Do you like gardening?  |
| 8. Who is your favourite author?                   | 18. Have you a hobby?   |
| 9. How many books in English have you read?        | 19. Have you ever skied?  |
| 10. Have you any brothers or sisters?              | 20. Which do you prefer for your holidays, the sea-side or the mountains? |

## PRONUNCIATION EXERCISE

Influencia de la *r* (I):

A E I O U

Seguidas de “*r*”, y en sílaba acentuada, se pronuncian de la siguiente manera:

AR	ER	IR	OR	UR
a:	ə:	ə:	o:	ə:

AR	car, far, hard, lard, star.
ER	her, service, verb, nerves.
IR	sir, girl, bird, third, thirsty.
OR	lord, or, for, nor.
UR	fur, nurse, murder, hurt.

En posición inacentuada, todas estas combinaciones se pronuncian [ə]. Así:

AR	familiar, similar, particular.
ER	letter, father, writer.
IR o YR	martyr.
OR	doctor, actor, author.
UR	murmur, Arthur.

Veamos ahora estas combinaciones seguidas de una “*e*” muda, en sílaba acentuada:

ARE [ɛə]	care, fare, parents, rare.
ERE [iə, ɛə]	here [hiə], there [ðɛə], mere [miə].
IRE [aiə]	fire, hire, tired, Ireland.
ORE [o:]	more, sore, shore, bore.
URE [juə]	cure, pure, sure [ʃuə].

Las palabras que terminan por *ture*, como *literature* [ˈlitrətʃə], *picture* [ˈpɪktʃə], etc., han sufrido una transformación fonética; de [tjuə] han pasado a ser [tʃə].

## LESSON TWO

### *Circulation: The Heart and the Nature of Blood*

NOWADAYS "blood transfusion" is a familiar term, and most hospitals have a list of men and women who will come forward, when summoned, to allow blood to be passed from their blood-vessels into those of a patient in urgent need.

In the *plasma*, or liquid part of the blood, there are two kinds of minute bodies, or *corpuscles*—these are the red corpuscles and the white. In a drop of blood smeared on a glass slide, and looked at under the microscope, many minute yellowish bodies are seen. These are the "red" corpuscles which, in the mass, give blood its characteristic colour. The white corpuscles are not easy to distinguish, partly because of their lack of colour, but still more because they are so greatly outnumbered by the red; the proportion of red corpuscles to white is approximately 500 to 1.

The white corpuscles differ both in size and function. Some may escape from the blood-stream and travel to an area where *bacteria*, or "germs", are causing a scratch or a wound to fester; here the white corpuscles engulf the bacteria; the matter, or *pus*, that accumulates at the spot contains the corpuscles and the germs they have absorbed. Smaller white corpuscles in the blood set up a chemical defence against infectious diseases. Others, again, bring about clotting, and so prevent excessive loss of blood after an injury.

Unlike the white corpuscles, the red are uniform in size and function. Their work is to absorb oxygen that reaches the lung from the outside air and carry it to all parts of the body. The oxygen is absorbed by the *haemoglobin* of the corpuscles, forming *oxyhaemoglobin* which is brilliantly red.

These general statements are true of the blood of all human beings. There are, however, beyond this general uniformity, certain differences on which the classification of blood into four groups depends. In blood-transfusion it is essential that the blood of the donor should be of the same group as that of the recipient.

There are some people—the “universal donors”—whose blood shows no antagonism to the other three. In successful operations the value of transfusion is twofold: in the first place, a patient who has lost blood has the volume of the plasma restored, and receives the salts and proteins that are associated with it; in the second place, fresh red corpuscles are introduced to make up the patient's deficiency.

“Stored blood” is widely used in transfusion operations. It is withdrawn in a sterile condition and infection is prevented from reaching it. After about two weeks the red corpuscles of stored blood break down and produce substances that would be poisonous to a recipient. It has been found possible to remove the red corpuscles from blood withdrawn from a donor, and to dry the resultant plasma so that it can be kept in a stored condition for a very long time. The dried plasma can be mixed with distilled sterilised water and used for transfusion in cases of emergency.

In the human body red corpuscles are formed by division of cells in the red marrow of bones. It is estimated that the length of life of an individual corpuscle is about three weeks. The destruction of the corpuscles takes place largely in the spleen. A certain number are also destroyed in the liver. It is the dead corpuscles that give the characteristic colour to bile and that account for the yellowish colour of the faeces.

The plasma of the blood of one individual, A, may be antagonistic to the red corpuscles of another individual, B, destroying the haemoglobin of B's red corpuscles, with the result that they can no longer carry oxygen. If this were to happen in the body of a patient he would die, because he would be deprived of oxygen. Therefore the quality of the blood of all volunteers for transfusion must be listed by the hospitals.

M. E. PHILLIPS and L. E. COX, *Teach Yourself Biology*.

*Answer the following questions on the Reading Passage:*

1. Have you ever been given a blood transfusion?
2. What are the two bodies in the plasma of the blood?
3. Which are more abundant red or white corpuscles?
4. State two functions of the white corpuscles.
5. What is pus?
6. When do the red corpuscles have a brighter color?



7. Do you know anybody who has given blood for transfusion?
8. What are those people called?
9. How many principal blood groups are there?
10. Do you know what blood group you belong to?
11. How can blood be stored?
12. What happens to the red corpuscles after a few weeks?
13. What must be done to the dry blood before it can be used?
14. Where are the red corpuscles formed in the human body?
15. What is the estimated length of life of a red corpuscle?

### NEW WORDS

<i>circulation</i>	[sə:kju'leiʃən]	<i>to absorb</i>	[əb'so:b]
<i>transfusion</i>	[trans'fju:ʒən]	<i>lung</i>	[lʌŋ]
<i>to summon</i>	['sʌmən]	<i>haemoglobin</i>	[hi:məu'gləubin]
<i>blood-vessel</i>	['blʌd'vesl]	<i>oxihaemoglobin</i>	[oksi'hi:məu'gləubin]
<i>plasma</i>	['plazmə]	<i>recipient</i>	[ri'sipiənt]
<i>corpuscle</i>	['kɒ:pəsl]	<i>donor</i>	['dəʊnə(r)]
<i>to smear</i>	[smiə(r)]	<i>antagonism</i>	[an'təgənizəm]
<i>slide</i>	[slaid]	<i>twofold</i>	['tu:fəʊld]
<i>partly</i>	['pa:tlɪ]	<i>protein</i>	['prəʊti:n]
<i>approximately</i>	[ə'prɒksɪmitli]	<i>deficiency</i>	[di'fi:ʃənsi]
<i>to differ</i>	['dɪfə(r)]	<i>sterile</i>	['sterail]
<i>function</i>	['fʌŋʃən]	<i>emergency</i>	[i'mə:dʒənsi]
<i>bacteria</i>	[bak'tɪəriə]	<i>cell</i>	[sel]
<i>to fester</i>	['festə(r)]	<i>spleen</i>	[spli:n]
<i>to engulf</i>	[in'gʌlf]	<i>liver</i>	['lɪvə(r)]
<i>pus</i>	[pʌs]	<i>bile</i>	[baɪl]
<i>clotting</i>	['klotɪŋ]	<i>faeces</i>	['fi:si:z]
<i>injury</i>	['ɪndʒəri]	<i>to deprive</i>	[di'praɪv]

### GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos.*—He aquí, a continuación, algunas reglas que serán de utilidad y ayuda al alumno en la dificultad del empleo de los diferentes tiempos en inglés:

El *Simple Present* se emplea para expresar una acción que es habitual o se repite. Por consiguiente, este tiempo, generalmente, va asociado con los adverbios

de frecuencia: *always, often, seldom, never, ever, sometimes, every day*, etc., etc., y con los adverbios de esta clase que acaban en *mente* en castellano, como *practically, usually, finally, generally, principally, frequently*, etc., etc.

This boy *is always* late for his lessons.  
Patrick *often sends* red roses to my sister.  
They *are seldom* at home when I come to see them.  
Does your brother *ever smoke* at home?  
They *must pay practically* \$ 10,000 next week.  
Mr. Wiernik *frequently speaks* about his native country.  
She *sometimes rings* me up in the evenings.  
Do they *come* to see you *every day* now?

El *Simple Past* se usa: 1) Para referirse a un hecho pasado que ya no tiene continuidad en el presente.—2) Muchas veces el *Simple Past* va asociado a un adverbio o locución adverbial que precisa el tiempo de la coincidencia.—3) Para expresar una costumbre o hábito en el pasado.

- 1) My cousin *went* there and *killed* the dog.  
They *visited* her, *handed* her the letters and *came back*.
- 2) Henry *saw* your brother *last night*.  
They *left* for England *a week ago*.
- 3) As a child, he *collected* birds' eggs.  
When he was eleven, he *went* to a boarding school.

## EXERCISES

A) *Supply questions to these answers:*

- |                                       |  |
|---------------------------------------|--|
| 1. I go to the cinema in the evening. | 6. Christmas Day falls on the 25th of December.    |
| 2. There are thirty days in a month.  | 7. Yes, I have a good television set.              |
| 3. She got up at eight o'clock.       | 8. America was discovered in 1492.                 |
| 4. My father works in an office.      | 9. Brazil is the largest country in South America. |
| 5. She is 25 years old.               | 10. Caracas is the capital of Venezuela.           |

11. The Amazon is the biggest river in the world.
12. Aconcagua is the highest mountain in America.
13. Christmas falls in summer in Argentina.
14. Lake Titicaca is the highest navigable lake in the world.
15. I have thirty-two books.
16. His father always uses an electric razor.
17. He shaves every day.
18. Yes, he shaves every day.
19. No, I never take a bus to go home.
20. Yes, I like English.

B) *Put the verb in the correct form of the present (the infinitive is given):*

1. He (to go) to give me his watch.
2. How long (to go) Antonio to stay with the Carters?
3. I (to think) not he (to be) very intelligent.
4. We (to have) not got enough money to go to the theatre.
5. I shall stay at home until Jane (to arrive).
6. Hugh Carter (to have) to go to work every day.
7. (To know) you when he his coming?
8. Today the Carters (to wait) for Antonio who (to come) from Washington by plane.
9. (To have) you a good time at the Carters' house today?
10. When you play with the children (to have) you a good time?

C) *Complete the following sentences with the correct form of the adjective given in brackets:*

1. Venezuela is (large) than Spain.
2. Portugal is (small) than Spain.
3. Tokyo is the (big) city in the world.
4. Madrid is (far) from Caracas than from London.
5. Columbia is (sunny) than Canada.
6. I always buy the (good) cigarettes find.
7. This ink is too expensive; I don't want the (expensive), I want the (cheap).
8. This pen is (good) than that one.
9. My car is (bad) than your car, but John's is the (bad) of the three.
10. Jean is ill, so she will be (comfortable) in bed than in the sitting-room.

D) *Conversation. Ask and answer the following questions:*

1. Can you hear good music on your radio?
2. Do you like listening to music while you are reading?
3. Have you been taught to read music?
4. Do you sing in your bath?

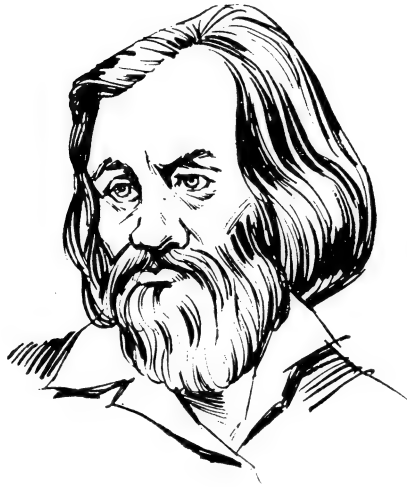
5. Which is the best place to pick up English customs?
6. What do most Spanish people do when travelling by train?
7. Do most English people talk when travelling by train?
8. Do you think English humour is hard or easy to understand?
9. Can history teach us much about a nation?
10. Do you like writing letters?
11. Do you think you are wasting your time studying English?
12. Would you like to live a few months in the States?

E) *Translate into English:*

1. Salió para Washington hace un año.
2. Nunca fumamos en clase.
3. ¿Cuándo viste a Hugh? Le vi ayer.
4. Siempre llegas tarde a casa.
5. Ayer fui a verte, pero no estabas en casa.
6. A veces me llama por teléfono.
7. Generalmente le mandamos un regalo para su cumpleaños.
8. Cuando era joven jugaba al fútbol.
9. Entró, encendió la luz y se sentó a leer.
10. ¿Has estado alguna vez en México?

## LESSON THREE

*Walt Whitman (1819-1892)*



Walt Whitman was born on Long Island, New York, and the farm on which he was born had belonged to his family for two centuries. While Walt was still a small child his family moved to Brooklyn, where he was educated at the public schools and, at the age of thirteen he went to work in a printing office, where he began to write for newspapers and later published one of his own. His first book, which was published in 1842, was a novel, and not a very good one. He took a great interest in all forms of life, both in city and country and music delighted him tremendously. Whitman's greatest work "Leaves of Grass" appeared when he was already middle-aged. The first edition contained only twelve poems. In a second edition (1856) the number of poems was increased to thirty-two, and the original preface, a very noble piece of writing, was not included. Whitman then entered service in a hospital, working so hard that in 1873, he was stricken with paralysis.

The tragedy of Whitman's life and art is that, while he was so proudly and joyously the poet of the people, they did not care for him.

Whitman was a big, handsome man, slow of speech and movement, and a very good carpenter. He was a simple, emotional man who identified himself with the poor not only in his work, but in his whole way of life. He is the first truly American poet, as opposed to those Americans who wrote in the English tradition and idiom.

*From "Song of the Open Road"*

Allons!, the road is before us!  
it is safe — I have tried it — my own feet have tried  
it well — be not detain'd!  
Let the paper remain on the desk unwritten, and the  
book on the shelf unopen'd!  
Let the tools remain in the workshop!, let the money remain unearn'd!  
Let the school stand!, mind not the cry of the teacher!  
Let the preacher preach in his pulpit!, let the lawyer  
plead in the court, and the judge expound the law.  
Camarado, I give you my hand!  
I give you my love more precious than money,  
I give you myself before preaching or law;  
Will you give me yourself?, will you come travel with me?  
Shall we stick by each other as long as we live?

*Answer the following questions on the Reading Passage:*

1. Where is Long Island?
2. What famous American poet was born there?
3. Who had the farm belonged to?
4. Where did his family move to when he was a small child?
5. Where did he begin to work?
6. What did he do for the newspapers?
7. What kind of book did he first publish?
8. What was Walt's greatest work?
9. When did it appear?
10. How many poems did the book contain in the second edition?
11. Where did Walt then start working?
12. What was he stricken with?
13. What was the tragedy of Whitman's life?
14. What kind of a man was Whitman?
15. Why is he the first truly American poet?

## NEW WORDS

<i>printing office</i>	[ˈprɪntɪŋˈofɪs]	<i>to oppose</i>	[əˈpəʊz]
<i>delighted</i>	[dɪˈlaɪtɪd]	<i>tradition</i>	[trəˈdɪʃən]
<i>tremendously</i>	[triˈmɛndəsli]	<i>idiom</i>	[ˈɪdjəm]
<i>preface</i>	[ˈprefɪs]	<i>to detain</i>	[dɪˈteɪn]
<i>stricken</i>	[ˈstrɪkən]	<i>unopen'd</i>	[ʌnˈəʊpənd]
<i>paralysis</i>	[pəˈrəlaɪsɪs]	<i>unearn'd</i>	[ʌnˈəːnd]
<i>joyously</i>	[ˈdʒɔɪəsli]	<i>preacher</i>	[ˈpriːtʃə(r)]
<i>carpenter</i>	[ˈkɑːpɪntə(r)]	<i>to plead</i>	[pliːd]
<i>emotional</i>	[ɪˈməʊʃənəl]	<i>to expound</i>	[ɪksˈpaʊnd]
<i>to identify</i>	[aɪˈdentɪfaɪ]	<i>camarado</i>	[kəməˈrɑːdəʊ]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Present Perfect* se emplea: 1) Para expresar un hecho que acaba de realizarse.—2) Para indicar una acción o suceso en el pasado, cuyos efectos siguen teniendo vigencia en el presente.—3) Para hacer una pregunta sobre un hecho concreto.

- 1) Yes, mother, I *have put* it on the table.  
We *have just seen* your brother, he is having a drink at the "pub".
- 2) All my English friends *have been* to Madrid.  
We *have visited* the Tate Gallery in London.  
My father *has written* many books.  
No, they *have not met* Charles.
- 3) *Have you seen* this man?  
*Has he spoken* to the President?

El *Past Perfect* se emplea para expresar que el fin de una acción o suceso tuvo lugar antes de otro momento indicado.

When I reached the enclosure, the wolves *had killed* two sheep.  
They brought us some lettuces they *had grown* in their garden.  
Mr. Prickles *had become* famous *by that time*.  
Yes, he *had earned* a lot of money *by 1930*.

## EXERCISES

A) *Conversation. Ask and answer the following questions:*

1. Where would you read an advertisement of a boarding-house?
2. Have you a gas fire in your bedroom?
3. Where do you put your clothes when you go to bed?
4. Have you a chest-of-drawers in your bedroom?
5. Do you have a big breakfast?
6. Who washes your clothes?
7. Do you keep your bedroom tidy?
8. Would you make your bed if you had no servant?
9. Do you live in a corner house?
10. Do you live far from the centre?
11. How do you go to your work?
12. How long have you been learning English?

B) *Put in the suitable prepositions:*

1. The mechanic began ... repairing the wheel.
2. They shook each other ... the hand.
3. The home consists ... seven rooms.
4. She has been working ... the domestic staff ... that hotel years ... two years.
5. The school is ... the village.
6. It is about 40 miles ... London.
7. You'll hear about those people ... due course.
8. He left the house ... nine o'clock ... a Friday morning.
9. He shook hands ... Peter.
10. Her friends were waiting ... her.
11. His hand was tired ... so much hand-shaking.
12. I'll telephone ... the bar.
13. I'll explain it ... you.
14. I want to talk ... you.
15. It was late ... night.
16. A girl ... about twenty.
17. She stopped ... surprise.
18. Don't you remember we were ... school together?
19. Ann jumped ... her feet.
20. I arrived ... London this morning.

C) *Rewrite the following with the adjectives between brackets in the correct degree:*

1. He is the (strong) boy in the whole school.
2. Of the two sisters Mary is (beautiful).
3. Ann is the (young) of my four sisters.
4. John is the (old) of all my friends.
5. This is the (good), story I have ever read.
6. Which do you like (good), tea or coffee?



7. Iron is the (useful) of all metals.
8. The Amazon is (large) river in America.
9. Which of the two boys is (tall)?
10. George is (bad) than his brother.

D) Use "beside" or "besides" in these sentences:

1. There is a road ... the river.
2. He sat ... me.
3. There was no one there ... John and me.
4. Come and sit ... me.
5. Have you any other books ... these?
6. The mother sat ... the sick child.
7. ... English, I can speak Spanish and French.
8. The cat lay ... the fire.
9. Mrs. Carter is walking ... Mr. Carter.
10. There are many others, ... me.

E) Translate into English:

1. Nunca he visto a este hombre.
2. Sí, ya lo he cortado.
3. Aquel señor ha escrito un libro muy interesante.
4. Fue hecho perfectamente.
5. Hemos visitado el Gran Cañón.
6. Hace un año que no viene.
7. No he escrito cartas hoy.
8. No, no ha salido aún.
9. Viene a la escuela desde que tenía siete años.
10. ¿Cómo se llama esto?

## PRONUNCIATION EXERCISE

### *Acentación:*

La acentuación de cierta palabra en una frase puede tener gran importancia; por ejemplo: "he came on *Monday*"; con acento sobre *Monday*, quiere decir: vino precisamente el lunes, y no otro día de la semana. "I met him in the *street*", significa: le encontré en la calle, no en su casa, p. ej. En las frases siguientes díganse los significados que pueden tener las palabras acentuadas.

1. *Peter* did it.
2. I met him at the station *yesterday*.
3. I met *him* at the station yesterday.
4. I met him at the *station* yesterday.
5. I met him at the station *yesterday*.
6. John went to *London*.
7. *John* went to London.
8. *He* saw his friend last week.
9. He *saw* his friend last week.
10. He saw *his* friend last week.

## LESSON FOUR

### *Conquest of Peru (I)*



William Hickling Prescott, the famous American historian was born in 1796, and he died in 1859. He graduated at Harvard and after travelling for several years in Europe, devoted himself to historical writing. The following extract is taken from his book "Conquest of Peru".

Of the numerous nations which occupied the great American continent at the time of its discovery by the Europeans, the two most advanced in power and in refinement were undoubtedly those of Mexico and Peru. But, though resembling one another in extent of civilization, they differed widely as to the nature of it; and the philosophical student of his species may feel a natural curiosity to trace the different steps by which these two nations strove to emerge from the state of barbarism and place themselves on a higher point in the scale of humanity. In a former work I have endeavoured to exhibit the institutions and character of the ancient Mexicans, and the story of their conquest by the Spaniards. The present

will be devoted to the Peruvians; and, if their history shall be found to present less strange anomalies and striking contrasts than that of the Aztecs, it may interest us quite as much by the pleasing picture it offers of a well-regulated government and sober habits of industry under the patriarchal sway of the Incas.

The empire of Peru, at the period of the Spanish invasion, stretched along the Pacific from about the second degree north to the thirty-seventh degree of south latitude; a line, also, which describes the western boundaries of the modern republics of Ecuador, Peru, Bolivia, and Chili. Its breadth cannot so easily be determined; for, though bounded everywhere by the great ocean on the west, towards the east it spread out, in many parts, considerably beyond the mountains, to the confines of barbarous states, whose exact position is undetermined, or whose names are effaced from the map of history. It is certain, however, that its breadth was altogether disproportioned to its length.

The topographical aspect of the country is very remarkable. A strip of land, rarely exceeding twenty leagues in width, runs along the coast, and is hemmed in through its whole extent by a colossal range of mountains, which, advancing from the Straits of Magellan, reaches its highest elevation—indeed, the highest on America continent—about the seventeenth degree south and, after crossing the line, gradually subsides into hills of inconsiderable magnitude, as it enters the Isthmus of Panamá. This is the famous Cordillera of the Andes, or “copper mountains”, as termed by the natives, though they might with more reason have been called “mountains of gold”. Arranged sometimes in a single line, though more frequently in two or three lines running parallel or obliquely to each other, they seem to the voyager on the ocean but one continuous chain; while the huge volcanoes, which to the inhabitants of the table-land look like solitary and independent masses, appear to him only like so many peaks of the same vast and magnificent range. So immense is the scale on which Nature works in these regions that it is only when viewed from a great distance that the spectator can in any degree comprehend the relation of the several parts to the stupendous whole. Few of the works of Nature, indeed, are calculated to produce impressions of higher sublimity than the aspect of this coast, as it is gradually unfolded to the eye of the mariner sailing on the distant waters of the Pacific; where mountain is seen to rise above mountain, and Chimborazo, with its glorious canopy of snow, glittering far above the clouds, crowns the whole as with a celestial diadem.

The face of the country would appear to be peculiarly unfavourable to the purposes both of agriculture and of internal communication. The sandy strip along the coast, here rain rarely falls, is fed only by a few scanty streams, that furnish a remarkable contrast to the volumen of water which roll down the eastern

sides of the Cordilleras into the Atlantic. The precipitous steepes of the sierra, with its splintered sides of porphyry and granite, and its higher regions wrapped in snows that never melt under the fierce sun of the equator, unless it be from the desolating action of its own volcanic fires, might seem equally unpropitious to the labours of the husbandman. And all communication between the parts of the long-extended territory might be thought to be precluded by the savage character of the region, broken up by precipices, furious torrents, and impassable *quebradas*, those hideous rents in the mountain-chain, whose depths the eye of the terrified traveller, as he winds along his aerial pathway, vainly endeavours to fathom. Yet the industry, we might almost say the genius, of the Indian was sufficient to overcome all these impediments of Nature.

By a judicious system of canals and subterraneous aqueducts, the waste places on the coast were refreshed by copious streams, that clothed them in fertility and beauty. Terraces were raised upon the steep sides of the Cordillera; and, as the different elevations had the effect of difference of latitude, they exhibited in regular gradation every variety of vegetable form, from the stimulated growth of the tropics to the temperate products of a northern clime; while flocks of *llamas*—the Peruvian sheep—wandered with their shepherds over the broad, snow-covered wastes on the crests of the sierra, which rose beyond the limits of cultivation. An industrious population settled along the lofty regions of the plateaus, and towns and hamlets, clustering amidst orchards and wide-spreading gardens, seemed suspended in the air far above the ordinary elevation of the clouds. Intercourse was maintained between these numerous settlements by means of the great roads which traversed the mountain-passes and opened an easy communication between the capital and the remotest extremities of the empire.

*"View of the Civilization of the Incas"*

*Answer the following questions on the Reading Passage:*

1. What kind of a writer was Prescott?
2. What were the two most advanced native American civilizations?
3. Did they resemble each other in the nature of civilization?
4. What kind of a government had the Empire of Peru?
5. What bordered the Peruvian Empire on the West?
6. What hemmed in the narrow strip of land?
7. Where do the Andes reach the highest elevation?
8. Why could the Andes have been called "Mountains of Gold?"
9. What aspect do the Andes offer from the sea?

10. What does the writer say of Chimborazo?
11. Is the sandy strip along the coast very fertile?
12. Where do the eternal snows lie?
13. Are there any volcanoes in the Andes?
14. How did the Incas make the waste coastal places fertile?
15. How were the sides of the Cordillera cultivated?
16. Why was it possible to cultivate every kind of product?
17. What does the author call the llamas?
18. What kind of a population live on the plateaux?
19. How was intercourse maintained between the settlements?
20. What kind of communication was there with the Capital?

### NEW WORDS

<i>historian</i>	[his'to:riən]	<i>peak</i>	[pi:k]
<i>refinement</i>	[ri'fainmənt]	<i>spectator</i>	[spek'teitə(r)]
<i>to strive</i>	[straɪv]	<i>to comprehend</i>	[kompri'hend]
<i>to emerge</i>	[i'mə:dʒ]	<i>sublimity</i>	[sə'blimiti]
<i>scale</i>	[skeil]	<i>to unfold</i>	[ʌn'fəuld]
<i>to endeavour</i>	[in'devə(r)]	<i>canopy</i>	['kanəpi]
<i>peruvian</i>	[pə'ru:vjən]	<i>diadem</i>	['daɪədəm]
<i>striking</i>	['straɪkɪŋ]	<i>scanty</i>	['skanti]
<i>contrast</i>	['kɒntrə:st]	<i>precipitous</i>	[pri'sipitəs]
<i>pleasing</i>	['pli:zɪŋ]	<i>splintered</i>	['splintəd]
<i>patriarchal</i>	[peɪtri'a:kəl]	<i>porphyry</i>	['pɒ:fɪri]
<i>sway</i>	[swei]	<i>to wrap</i>	[rap]
<i>to efface</i>	[i'feɪs]	<i>unpropitious</i>	['ʌnpərə'pi:fəs]
<i>disproportioned</i>	[disprə'pɒ:fənd]	<i>husbandman</i>	['həzbəndmən]
<i>remarkable</i>	[ri'ma:kəbl]	<i>to preclude</i>	[pri'klu:d]
<i>league</i>	[li:g]	<i>hideous</i>	['hidiəs]
<i>to hem in</i>	['hem 'in]	<i>rent</i>	[rent]
<i>to subside</i>	[səb'saɪd]	<i>vainly</i>	['veɪnli]
<i>inconsiderable</i>	[ɪnkən'sɪdərəbl]	<i>to fathom</i>	['faðəm]
<i>isthmus</i>	['ɪsməs]	<i>plateau</i>	['plətu]
<i>parallel</i>	['parəlel]	<i>hamlet</i>	['hæmlɪt]
<i>obliquely</i>	[ə'bli:kli]	<i>to cluster</i>	['klʌstə(r)]
<i>table-land</i>	['teɪbl-land]	<i>intercourse</i>	['ɪntəko:s]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Future Simple* se emplea para expresar algo que sucederá más tarde.

NOTA.—Recuerde el alumno que existen otras formas para expresar el futuro en inglés; la más empleada es "*to be going to*". También se usa el "*Simple Present*" para denotar una acción futura que está decidida de antemano. Para el futuro con "*to be going to*" ver los libros 1.º y 2.º de esa obra.

*We shall have more possibilities next year.*

*I'm sure he will have a good time there.*

*Mary will be twenty next month.*

*Henry is going to show me his drawing.*

*We leave for London in a week's time.*

El *Future Perfect* indica: 1) Que la acción expresada por el verbo estará terminada cuando ese futuro llegue.—2) Expresa una acción en el futuro todavía no iniciada.

- 1) *He will have written his novel when she comes back.*  
*Henry will have translated the document by ten o'clock tomorrow.*
- 2) *This will have been the biggest city he has ever visited.*  
*On the 20th of next month, I shall have lived in this city for ten years.*

## EXERCISES

A) *Put in the suitable prepositions:*

1. A big parcel fell ... the back ... the truck.
2. We live a long way ... the station, but we are quite ... the museum.
3. Go straight ... this road, and then turn ... the right .
4. It is warm ... the room, but cold ...
5. She got ... the car, and walked ... the road ... the house ... the other side.
6. What are you talking ...?
7. There is a big tree ... front ... the buildings, and it keeps the sun ... the windows.
8. He went ... the stairs while I came ..., and we met ... the middle.
9. Why did they take your licence ... you?
10. There was a lot ... rain ... the night.

B) *Put into indirect speech, beginning each question with "He asked me" and each imperative with "She told him":*

- |   |  |
|---|--|
| 1. How are you?                                   | 8. Wait here until the rain stops!                 |
| 2. Wait here till I come!                         | 9. Can you tell me why you did it?                 |
| 3. Where are you going?                           | 10. Eat up all your breakfast and hurry to school! |
| 4. Don't sit on my bed!                           | 11. Do you mind if I close the window?             |
| 5. How do you like this sherry?                   | 12. Don't talk so much and work more!              |
| 6. Go to bed and don't get up till you're called! |  |
| 7. How old are you now?                           |  |

C) *Make these sentences interrogative by adding the interrogative auxiliary at the end. The first is done for you:*

- |  |                                      |
|--|--------------------------------------|
| 1. You are English, <i>aren't you?</i> | 7. I ought to write to her, ...?     |
| 2. I shan't hurt myself, ...?          | 8. You have written the letter, ...? |
| 3. I may smoke, ...?                   | 9. They saw her yesterday, ...?      |
| 4. She likes tea, ...?                 | 10. He wasn't right, ...?            |
| 5. He won't be in the way, ...?        | 11. You would like to come, ...?     |
| 6. They were doing it, ...?            | 12. She must go, ...?                |

D) *Conversation: Answer the following questions:*

- |   |  |
|---|--|
| 1. Which is the fastest way of travelling?              | 7. Which is the biggest underground in the world?          |
| 2. Which is the cheapest way of travelling?             | 8. How do you come to class?                               |
| 3. How do you go to work?                               | 9. If you are in a hurry and have no money, how do you go? |
| 4. Which is nicer, walking or going on a cycle?         | 10. Which is cleaner, going by train or by plane?          |
| 5. What pulls a train?                                  | 11. Which is faster, goin on a cycle or on a donkey?       |
| 6. Do people in a city go to work on a horse or by bus? | 12. How do people go to work in your town?                 |

E) *Translate the following sentences into English:*

1. Ellos tendrán bastante dinero el año que viene.
2. Habré terminado la casa en mayo.
3. Nos divertiremos en la fiesta.
4. ¿A qué hora sale el tren?
5. Vamos al cine esta tarde.
6. El barco zarpa para Miami pasado mañana.
7. Habrá sido una gran sorpresa.
8. Tendrán que ir al colegio mañana.
9. Voy a comprar unas flores.
10. Seré rico algún día.
11. Nos va a enseñar la casa.
12. Tendremos frío de noche.



## LESSON FIVE

*George Eliot (1819-1880)*



George Eliot is the name by which the great English novelist Mary Ann Evans, was known. She was born at Arbury Farm, Nuneaton, England, in November 1819. When her mother died, George Eliot took entire charge of her father's household. She was an immense reader and passionately fond of music throughout her life. In 1844 George Eliot translated from the German Strauss's "Leben Jesu", and it was published in 1846. En 1850 she became assistant-editor of the "Westminster Review". Encouraged by George Henry Lewes, who took her abroad to Germany and France, George Eliot began to write her novels. The brilliant story of "Adam Bede", published in 1859, had an immediate success. "The Mill on the Floss", perhaps her most popular work, is largely autobiographical in its earlier part. "Silas Marner", "Romola" and "Feliz Holt" were published in this order.

George Eliot's first poem "The Spanish Gypsy", appeared in 1868 and in 1872 appeared her novel "Middlemarch", by some considered to be her greatest work.

George Eliot's studies of English farmers and tradesmen and of the lower middle-class of the Midland counties are hardly surpassed in English literature. She patiently develops her characters in rather slow but humorous dialogue.

Perhaps the most curious feature of George Eliot's genius is that she wrote so very much better and with so much more ease when she was writing dramatically than she did when she was writing her own thoughts in her own name. Although we have three large volumes of her letters there is hardly a good one among them.

*Answer the following questions on the Reading Passage:*

1. What was the real name of George Eliot?
2. Where was she born?
3. What did she do when her mother died?
4. What two things did she like doing?
5. What was the first work she translated?
6. What did she become in 1850?
7. Who encouraged her to write her novels?
8. In what countries did she travel?
9. What kind of a story was "Adam Bede"?
10. What was her most popular work?
11. What kind of a work is it in its earlier part?
12. When was her first poem published and what is it called?
13. Which of her works is considered by some to be her best?
14. What kind of people did she write about?
15. What can you say about her letters?

### NEW WORDS

<i>entire</i>	[in'taɪə(r)]	<i>patiently</i>	['peɪfəntli]
<i>immense</i>	[i'mens]	<i>humorous</i>	['huj:mərəs]
<i>passionately</i>	['pəʃənɪtli]	<i>dialogue</i>	['daɪəlɒg]
<i>immediate</i>	[i'mi:dʒət]	<i>genious</i>	['dʒi:njəs]
<i>gypsy</i>	['dʒɪpsi]	<i>ease</i>	[i:z]
<i>surpassed</i>	[sə:'pɑ:st]	<i>dramatically</i>	[drə'matɪkəli]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Conditional Simple* establece una posibilidad, un acontecimiento sujeto a una condición explícita o implícita.

It *would be* all right to meet Henry if we had the car.  
Yes, we *should be* delighted to have James with us.  
They *would shoot* about ten or twelve rabbits, no more.

El *Conditional Perfect*, al contrario del *Conditional Simple*, enuncia: 1) La acción del verbo como ya terminada.—2) Indica también una posibilidad en el pasado incumplida.

- 1) If Peter had come earlier, he *would have seen* his brother.  
He *would not have earned* so much money as he does now.
- 2) They asked me to wait for a month, hoping that the owners *would have made up their minds* by then.

## EXERCISES

A) *Complete the following sentences with the correct prepositions:*

1. I don't know whether I can do it ... not.
2. I could do ... a cup ... tea, but they've run ... ... sugar.
3. Glove is ... hand, what sock is ... foot.
4. Does this dog belong ... you ... chance?
5. I believe ... brandy as the best things ... colds.
6. She was standing close ... the window.
7. I thought she was standing ... the door.
8. I shall call ... you ... the morning.
9. The house consists ... five rooms all looking ... the street.
10. What happened ... you yesterday?
11. If you want peace get ready ... war.
12. She poured ... a glass ... wine ... the bottle.

B) *Conversation: Ask and answer the following questions:*

1. What animal is called man's best friend?
2. Which would you like to have more, a dog or a cat?
3. Do cats and dogs like each other?
4. Which is bigger, a dog or a cat?
5. Is a horse weak?
6. What animal likes catching mice?
7. Does a horse generally pull or push?
8. What do we get from a cow?
9. Is a pig a clean animal?
10. Which can run faster, a man or a horse?
11. Where does butter come from?

C) *Translate into English:*

1. Si no lo hubiera visto, no lo habría creído.
2. Si tuviéramos dinero compraríamos un automóvil
3. Me gustaría ir contigo.
4. Si te dieras prisa no llegarías tarde.
5. Quiero que lo hagas cuanto antes.
6. No quiero que vengas tarde.
7. Si bebieras mucho, te pondrías malo.
8. Nos encantaría visitaros.
9. Si lo tuviera, te lo daría.
10. Si lo hubiera tenido, te lo habría dado.

D) *Avoid the repetition of the noun in the following sentences by using a pronoun:*

1. Do you prefer this table or the table by the window?
2. Will you have a cigarette or a cigar?
3. Shall we go to a cheap cinema or an expensive cinema?
4. We shall need four glasses; bring another glass please.
5. Do you like my car as much as your car?
6. These hills are not so high as those hills.
7. Our radio is better than their radio.
8. These photos are not as good as the photos which we took last summer.
9. The people we met in Paris were not as polite as the people we met in London.
10. The old books are not as good or as interesting as the new books.

E) *Put in "some", "any" or "no" in each of these sentences:*

1. Did you see ... one come into the room before dinner?
2. I must write ... business letters this afternoon.

3. No, I have ... idea how to answer these letters in English.
4. ... Spaniard can tell you who Cervantes was.
5. I have never met ... body like Hugh Carter.
6. Did the postman give you ... thing for me?
7. No, he gave me ... thing at all for you.
8. ... thing is burning in this room; ... one must have left a cigarette burning.
9. Won't ... body help me up the stairs with my desk?
10. ... house is better than ... house.

### PRONUNCIATION EXERCISE

Influencia de la *r* (II):

Unos ejemplos de estas combinaciones, pero seguidas de otras vocales que no sean “e”:

*Mary* ['mɛəri], *canary* [kə'neəri].

*interior* [in'tiəriə], *material* [mə'tiəriəl], *serial* [siə'riəl], *bacteria* [bak'tiəriə].

*story* ['sto:ri].

*rural* ['ruərəl], *plural* ['pluərəl], *curate* ['kjuərit], *purser* ['pjuərə], *during* ['djuəriŋ].

Cuando los grupos AR, ER, IR, OR, UR tienen la “r” duplicada, la vocal que los sigue tiene el sonido de vocal en sílaba cerrada:

*Harry* ['həri], *marry* ['mari], *carry* ['kari].

*ferry* ['feri], *berry* ['beri].

*squirrel* ['skwɪrəl].

*sorry* ['sori], *lorry* ['lori].

*hurry* ['həri].

Si la doble “r” procede de una palabra monosílaba con *star* o *stir*, la vocal conserva su sonido primitivo. Así:

*star* [sta:], *starring* ['sta:riŋ].

*stir* [stə:], *stirring* ['stə:riŋ].

Compárese *staring* ['steəriŋ], de *to stare* [tu'steə].

## LESSON SIX

### *From "The Mill on the Floss"*

"Well, my dears", said aunt Pullet, "I think you grow wonderfully fast — too fast for their strength", she added, looking over their heads at their mother. "I think the girl has too much hair; you ought to have it thinned and cut shorter, sister; it isn't good for her health. That's what makes her skin so brown — don't you think so, sister Deane?"

"No, no," said Mr. Tulliver, "the child's healthy enough; there's nothing the matter with her. There's red wheat as well as white, and some like the dark kind best. But I think that Bessy might have the child's hair cut short so that it would lie smooth."

"Maggie," said Mrs. Tulliver, calling the child to her and whispering in her ear, "go and get your hair brushed — do! I told you not come in without going to Kezie first; you know I did."

A dreadful resolution was forming itself in Maggie's breast.

"Tom, come with me," she whispered, pulling his arm as she passed him; and Tom followed Maggie upstairs into her mother's room, and saw her go at once to a box. From it she took out a large pair of scissors.

"What are they for, Maggie?" said Tom.

Maggie answered by seizing the front of her hair and cutting it straight across the middle of her forehead.

"Oh, my buttons! Maggie, you'll get into trouble for that!" exclaimed Tom. "You had beter not cut any more off."

Snip! The scissors cut again while Tom was speaking; and he couldn't help feeling it was rather good fun: Maggie looked so queer.

"Here, Tom, cut behind for me," said Maggie, excited by her own daring and anxious to finish the deed.

"You'll get punished, you know," said Tom, nodding his head. "Make haste!" said Maggie excitedly.

The dark hair was thick and tempting to the lad. One delightful snip! — and then another, and another, and the hair from the back fell heavily on the floor.

Maggie stood with her hair cut off in a rough, uneven manner; but she felt a sense of clearness as if she had come out from a wood into an open plain...

*Answer the following questions on the Reading Passage:*

1. Who was aunt Pullet speaking to?
2. Who was she speaking about?
3. What did she say about Maggie's hair?
4. What was Maggie's skin like?
5. What did Mrs. Tulliver say to Maggie?
6. Who did Maggie ask to go with her?
7. Where did they go?
8. What did Maggie take out of the box.
9. Where was her mother's room?
10. What part of her hair did Maggie first cut off?
11. What did Tom say?
12. What couldn't Tom help feeling?
13. What did Maggie ask Tom to do?
14. How did Maggie feel when her hair had been cut off?

#### NEW WORDS

<i>smooth</i>	[smu:ð]	<i>to nod</i>	[nod]
<i>resolution</i>	[rezə'lu:ʃən]	<i>excitedly</i>	[ik'saitidli]
<i>scissors</i>	['sizəz]	<i>tempting</i>	['temptɪŋ]
<i>to snip</i>	[snɪp]	<i>lad</i>	[læd]
<i>snip</i>	[snɪp]	<i>uneven</i>	['ʌn'i:vən]
<i>queer</i>	[kwɪə(r)]	<i>clearness</i>	['kliənɪs]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Simple Present Continuous*.—El correcto empleo de este tiempo no es empresa fácil y sus funciones son varias. Se emplea: 1) Para expresar una acción que se está verificando en el instante en que se habla.—2) Esta acción puede repetirse en la oración subordinante y subordinada.—3) Para referir una costumbre o hábito que suele verificarse con regularidad. Este hábito o tendencia puede no ser permanente en el sujeto que la ejecuta.—4) También suele usarse el *Simple Present Continuous* para expresar futuridad, y le sigue, generalmente, un adverbio de tiempo.

- 1) Look, he *is hiding* my books under his desk.  
We *are writing* a letter to our friend Charles.
- 2) Yes, Mary *is playing* the piano while her sister *is doing* her hair.  
While Mr. Penn *is smoking* his pipe peacefully, his children *are painting* the bathroom-mirror with their mother's lip-stick.
- 3) Helen *is taking* three English lessons a week now.  
Henry *is paying* \$200 quartely for his new car.  
Mrs. Salisbury *is always talking* about her cats.
- 4) We *are going* to Mexico in July.  
He *is marrying* a widow next month.

NOTA.—Hay ciertos verbos que rara vez van en la *forma progresiva*; son los verbos que denotan percepciones, sensaciones, emociones y algunos otros. Entre éstos se encuentran:

*see, notice, hear, smell, hate, love, like,*  
*mean, understand, be, want, seem, adore, care, appear.*

El *Simple Past Continuous* se emplea: 1) Para expresar una acción que se estaba verificando en el pasado o que suele realizarse con cierta frecuencia.—2) Para relacionar una acción que continúa en el pasado con relación a un instante de tiempo pasado.—3) Para relacionar dos acciones en el pasado que abarcan la misma extensión de tiempo o espacio.



- 1) Yes, I *was doing* some writing last night.  
They *were studying* yesterday the whole afternoon.  
Peter *was having* tea with my brother as usual.  
I *was resting* in my garden and saw the accident.
- 2) When Mr. Poser *came*, you *were playing* football.  
The cat *bit* the child as he *was patting* its head.
- 3) Henry *was fishing* while his friend *was lighting* a fire.  
While Mr. Jepson *was reading* the newspaper, his children  
*were having* a bathe in the sea.

## EXERCISES

### A) Make questions for the following answers:

- |                                      |   |
|--------------------------------------|---|
| 1. Yes, I went to London a year ago. | 6. He said that he was coming today.    |
| 2. Mark Twain was born in Missouri   | 7. No, I don't know anything about it.  |
| 3. I met him on the platform.        | 8. Yes, he is still writing the letter. |
| 4. His name is Hugh, not Henry.      | 9. I was born in August.                |
| 5. Yes, they did that last year.     | 10. No, she hasn't come today.          |

### B) Translate into English:

- |   |  |
|---|--|
| 1. Tengo la intención de ir a Inglaterra este verano. | 6. No me gusta el sabor de este queso.                 |
| 2. ¿Qué pasó anoche?                                  | 7. Actualmente está en casa.                           |
| 3. El intentó hacerlo.                                | 8. A mi hermana le gustan mucho los abrigos de pieles. |
| 4. ¿Crees que tendrá éxito en lo que hace?            | 9. Se marchaba a Francia en agosto.                    |
| 5. Se alejó de prisa sin decir nada.                  | 10. El está escribiendo su libro sobre Wordsworth.     |

### C) Conversation: Answer the following questions:

- |  |  |
|--|--|
| 1. What is the weather like in winter in Columbia? | 3. Do you often have thunderstorms where you live? |
| 2. Does it snow in summer?                         | 4. Are you afraid of thunder and lightning?        |

- |   |   |
|---|---|
| 5. Do sailors always have good weather? | 9. Which season do you like best?                 |
| 6. Have you ever seen a storm at sea?   | 10. When do the leaves fall from the trees?       |
| 7. When does it freeze?                 | 11. When is there ice in the streets?             |
| 8. Have you ever been in a fog?         | 12. Have you ever seen a lightning strike a tree? |

D) *Put in one of the following words to complete these sentences "most", "little", "few", "lot", "enough":*

1. ... Japanese know how to speak Spanish.
2. Haven't you ... money to buy a new tape-recorder?
3. This house is not big ... for all my family.
4. Won't you have a ... more tea?
5. He must have a ... of money to be able to spend so much.
6. ... people in the States like to spend Christmas with their families.
7. I have received a parcel of new books: a ... are interesting but ... of them are dull.
8. He has only ... money and ... friends, but he is very happy.
9. Have you got ... food? Yes, I've got a ... more than I need, thank you.
10. ... young girls can be so intelligent as she is.

E) *Put in the correct prepositions or adverbial particles:*

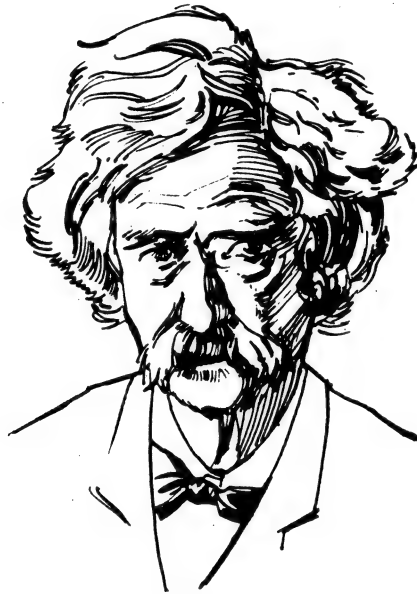
1. Who are you waiting ...?
2. This isn't the cinema that I'm looking ...
3. I expect you've forgotten all that I reminded you ... this morning.
4. Did you pick ... the letter that I dropped in the street?
5. Have you got the information that I asked you ...?
6. It's the most amusing thing that I have ever heard ...
7. The street which my bedroom looks ... is very wide and noisy.
8. What is the furniture in your sitting-room ...? It is quite new.
9. What are you laughing ...? I'm laughing at your uncle.
10. I can never think ... Cantinflas without laughing.

## LESSON SEVEN

*Mark Twain*

*(Samuel Langhorne Clemens)*

(1835-1910)



Samuel Langhorne Clemens, was best known to his readers by his pen-name of Mark Twain. He was born in Missouri, U. S. A., in 1835. After learning the trade of a printer and working as a pilot on the Mississippi river, he then became a journalist in San Francisco. Mark Twain's humour has secured him many readers, not only in America, but all over Europe. In "Tom Sawyer" and "Huckleberry Finn", perhaps, Mark Twain showed his power at its highest point — they are full of vivid adventures, described with humour and pathos. "Innocents Abroad", an account of a Mediterranean tour written for a San Francisco newspaper, was published in 1869 and was immediately successful. A sense of the absurd was Mark Twain's greatest asset, even when it tells against himself. At Delhi, India, for instance, two monkeys got into his room. He writes: "When I woke, one of them was before the glass brushing his hair, and the other one

had my notebook, and was reading a page of humorous notes, and crying. I did not mind the one with the hair-brush, but the conduct of the other one hurt me; it hurts me yet."

### *From "Tramps Abroad"*

"Mark Twain gets up to see the sun rise."

While thinking these thoughts I yawned, in a rather ample way, and my upper teeth got hitched on a nail over the door, and whilst I was mounting a chair to free myself Harris drew the window curtain and said: "Oh, this is luck! We shan't have to go out at all: yonder are the mountains, in full view."

That was glad news, indeed. It made us cheerful right away. One could see the grand Alpine masses dimly outlined against the black firmament and one or two faint stars blinking through rifts in the night. Fully clothed, and wrapped in blankets, we huddled ourselves up, by the windows, with lighted pipes, and fell into chat, while we waited in exceeding comfort to see how an Alpine sunrise was going to look by candlelight. By and by a delicate, spiritual sort of effulgence spread itself by imperceptible degrees over the loftiest altitudes of the snowy wastes but there the effort seemed to stop. I said presently:

"There is a hitch about this sunrise somewhere. It doesn't seem to go. What do you reckon is the matter with it?"

Harris jumped up and said: "I've got it! I know what's the matter with it! We've been looking at the place where the sun set last night!"

"It is perfectly true! Why couldn't you have thought of that sooner? Now we have lost another one, and all through your blundering. It was exactly like you to light a pipe and sit down to wait for the sun to rise in the west."

"It was exactly like me to find out the mistake too. You never would have found it out. I found out all the mistakes."

"You make them all, too, else your most valuable faculty would be wasted on you. But don't stop to quarrel now; maybe we are not too late yet."

But we were. The sun was well up when we got to the exhibition ground.

On our way up we met the crowd returning, men and women dressed in all sorts of queer costumes, and exhibiting all degrees of cold and wretchedness in

their gaits and countenances, huddled together about the scaffold with their backs to the bitter winds. They had their red guide-books open at the diagram of the view, and were painfully picking out the several mountains and trying to impress their names and positions on their memories. It was one of the saddest sights I ever saw.

*Answer the following questions on the Reading Passage:*

1. What was Mark Twain's real name?
2. What did he work as on the Mississippi river?
3. What were his two most outstanding books?
4. What was "Innocents Abroad" about?
5. What was Mark Twain's greatest asset?
6. From what book is this extract taken?
7. Who drew the window curtain?
8. What could they see against the black firmament?
9. What happened to the sunrise?
10. What had they been looking at?
11. Who had lit a pipe?
12. Why were they too late?
13. Where did they go?
14. How were the men and women dressed?
15. What did they have in their hands?

## NEW WORDS

<i>vivid</i>	[ˈvɪvɪd]	<i>blanket</i>	[ˈblʌŋkɪt]
<i>adventure</i>	[ədˈventʃə(r)]	<i>to huddle</i>	[ˈhʌdl]
<i>pathos</i>	[ˈpeɪθɒs]	<i>candlelight</i>	[ˈkændl-laɪt]
<i>absurd</i>	[əbˈsɜːd]	<i>effulgence</i>	[ɪˈfʌldʒəns]
<i>asset</i>	[ˈaset]	<i>loft</i>	[loft]
<i>to yawn</i>	[joːn]	<i>hitch</i>	[hɪtʃ]
<i>ample</i>	[ˈampl]	<i>to reckon</i>	[ˈrekən]
<i>to hitch</i>	[hɪtʃ]	<i>blundering</i>	[ˈblʌndərɪŋ]
<i>yonder</i>	[ˈjɒndə(r)]	<i>exhibition</i>	[eksɪˈbɪʃən]
<i>dimly</i>	[ˈdɪmli]	<i>wretchedness</i>	[ˈretʃɪdnɪs]
<i>outlined</i>	[ˈaʊtlaɪnd]	<i>gait</i>	[geɪt]
<i>to blink</i>	[blɪŋk]	<i>scaffold</i>	[ˈskafəʊld]
<i>rift</i>	[rɪft]	<i>diagram</i>	[ˈdaɪəɡram]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Present Perfect Continuous* se emplea para expresar una acción que comenzó en el pasado, y esa acción o sus efectos continúan todavía en el momento presente. El *Present Perfect Continuous* suele ir asociado con los verbos de naturaleza estática: *work, rest, live, paint, sit, stay, write*, etc.

Look, he is very strong, he *has been swimming* for two hours.

The poor animal *has been waiting* at the door all the morning.

Yes, Mr. Jepson's children *have been living* with us the whole summer.

El *Past Perfect Continuous* se emplea para expresar: 1) Una acción en el pasado, que viene verificándose con cierta regularidad, relacionada con otro hecho pasado también.—2) Para expresar una consecuencia en el pasado relacionada con otro hecho pasado igualmente.

- 1) When the thief was discovered, he *had already been stealing* for two years.  
When I arrived, they *had been waiting* for me a long time.
- 2) He had no money as he *had been paying* for his house for ten years.  
The fields were flooded; it *had been raining* for a week.

### A Joke

Seven-year-old Tom asked his mother:

"Black hens are better than white ones, aren't they, Mummy?"

"Why, dear?", said Mummy.

"Because black hens can lay white eggs, but white hens can't lay black ones."

## EXERCISES

A) Use the following words or phrases in sentences:

Several, suitable, to finish, to get on, whole, to address, Christian name, a great many, helpful, both, in full, none, to notice, nearly, either, record, player, tape-recorder, radio set, in order to, look for.

B) *Put in the missing prepositions or adverbial particles:*

- |   |   |
|---|---|
| 1. I want to have that book ... tomorrow.           | 6. The Houses of Parliament consist ... the House of Commons. |
| 2. He played a trick ... me.                        | 7. Go ... the lesson again.                                   |
| 3. I am very fond ... you.                          | 8. I'll telephone ... the bar.                                |
| 4. Put your name ... the top of the page.           | 9. Can I borrow it ... you?                                   |
| 5. He makes a good living ... of selling old books. | 10. Yes, I will lend it ... you.                              |

C) *Translate into English:*

- |  |   |
|--|---|
| 1. Ha estado lloviendo durante dos días.             | 7. ¡Intenté hacerlo!                      |
| 2. Ha estado viniendo a clase desde hace tres meses. | 8. ¿Has vivido alguna vez en una pensión? |
| 3. Espera aquí hasta que te lo diga.                 | 9. Me dicen que tuviste éxito.            |
| 4. ¿Dónde está la salida?                            | 10. Desde casa veo el parque.             |
| 5. ¿Qué sucedió ayer?                                | 11. Veo que nieva.                        |
| 6. Tengo la intención de hacerlo.                    | 12. Sigue trabajando.                     |

D) *Conversation: Ask and answer the following questions:*

- |  |  |
|--|--|
| 1. Are you wearing anything made of leather? | 7. What colour are emeralds?             |
| 2. What is paper made of?                    | 8. Is iron stronger than steel?          |
| 3. Where does leather come from?             | 9. Is tin very useful?                   |
| 4. What is a rubber used for?                | 10. Where would you expect to find sand? |
| 5. What are clothes made of?                 | 11. What colour is steel?                |
| 6. What are rings generally made of?         | 12. What colour is sand?                 |

E) *Put in the correct form of the verb in the following sentences:*

1. The official at the aerodrome did not let the plane (to leave) as the weather was very bad.
2. The members of the football club continued (to play) during the summer.

3. The maid spent her summer holidays (to visit) her relations.
4. Hugh wanted his son (to become) famous.
5. Mrs. Wilson made her youngest son (to learn) English.
6. Besides (to drive) too fast, she did not keep to the left.
7. Hugh told the man at the garage (to mend) the puncture.
8. The player stopped (to play) because he had hurt his head.
9. The manager saw his secretary (to go) to the cinema when she should have been in the office.
10. Washington Irving liked (to write) books about his journeys on foot in Spain.



## LESSON EIGHT

### *Conquest of Peru (II)*



The worship of the Sun constituted the peculiar care of the Incas, and was the object of their lavish expenditure. The most ancient of the many temples dedicated to this divinity was in the island of Titicaca, whence the royal founders of the Peruvian line were said to have proceeded. From this circumstance, this sanctuary was held in peculiar veneration. Everything which belonged to it, even the broad fields of maize which surrounded the temple and formed part of its domain, imbibed a portion of its sanctity. The yearly produce was distributed among the different public magazines, in small quantities to each, as something that would sanctify the remainder of the store. Happy was the man who could secure even an ear of the blessed harvest for his own granary!

But the most renowned of the Peruvian temples, the pride of the capital, and the wonder of the empire, was at Cuzco, where, under the munificence of successive sovereigns, it had become so enriched that it received the name of Coricancha,

or "the Place of Gold". It consisted of a principal building and several chapels and inferior edifices, covering a large extent of ground in the heart of the city, and completely encompassed by a wall, which, with the edifices, was all constructed of stone. The work was of the kind already described in the other public buildings of the country, and was so finely executed that a Spaniard who saw it in its glory assures us he could call to mind only two edifices in Spain which, for their workmanship, were at all to be compared with it. Yet this substantial and, in some respects, magnificent structure was thatched with straw!

The interior of the temple was the most worthy of admiration. It was literally a mine of gold. On the western wall was emblazoned a representation of the deity, consisting of a human countenance looking forth from amidst innumerable rays of light, which emanated from in every direction, in the same manner as the sun is often personified with us. The figure was engraved on a massive plate of gold of enormous dimensions, thickly powdered with emeralds and precious stones. It was so situated in front of the great eastern portal that the rays of the morning sun fell directly upon it at its rising, lighting up the whole apartment with an effulgence that seemed more than natural, and which was reflected back from the golden ornaments with which the walls and ceiling were everywhere incrustated. Gold, in the figurative language of the people, was "the tears wept by the sun", and every part of the interior of the temple glowed with burnished plates and studs of the precious metal. The cornices which surrounded the walls of the sanctuary were of the same costly material; and a broad belt or frieze of gold, let into the stone-work, encompassed the whole exterior of the edifice.

Adjoining the principal structure were several chapels of smaller dimensions. One of them was consecrated to the Moon, the deity held next in reverence, as the mother of the Incas. Her effigy was delineated in the same manner as that of the Sun, on a vast plate that nearly covered one side of the apartment. But this plate, as well as all the decorations of the building, was of silver, as suited to the pale, silvery light of the beautiful planet. There were three other chapels, one of which was dedicated to the host of Stars, who formed the bright court of the Sister of the Sun; another was consecrated to his dread ministers of vengeance, the Thunder and the Lightning; and a third, to the Rainbow, whose many-coloured arch spanned the walls of the edifice with hues almost as radiant as its own. There were, besides, several other buildings, or insulated apartments, for the accommodation of the numerous priests who officiated in the services of the temple.

All the plate, the ornaments, the utensils of every description, appropriated to the uses of religion, were of gold or silver. Twelve immense vases of the latter

metal stood on the floor of the great saloon, filled with grain of the Indian corn; the censers for the perfumes, the ewers which held the water for sacrifice, the pipes which conducted it through subterraneous channels into the buildings, the reservoirs that received it, even the agricultural implements used in the gardens of the temple, were all of the same rich materials. The gardens, like those described belonging to the royal palaces, sparkled with flowers of gold and silver, and various imitations of the vegetable kingdom. Animals, also, were to be found there, among which the llama, with its golden fleece, was not conspicuous, executed in the same style, and with a degree of skill which, in this distance, probably, did not surpass the excellence of the material.

*"Peruvian Temples"*

*Answer the following questions on the Reading Passage:*

1. What constituted the special care of the Incas?
2. Where was the most ancient temple of the Sun?
3. Why was this temple situated in an island of Titicaca?
4. What peculiar quality did the land possess?
5. Where was the most famous temple of the sun situated?
6. What was it called?
7. What was it built of?
8. How was it thatched?
9. What was placed on the western wall?
10. On what metal was this figure engraved?
11. What happened when the sun rose?
12. What was the poetic name of gold?
13. Who was the next biggest structure consecrated to?
14. What metal was used to represent the moon?
15. How many other chapels were there?
16. Of what metal were the utensils made?
17. What kind of vessels were used to hold the Indian corn?
18. Were the flowers in the gardens natural?
19. What was the image of the llama made of?
20. Was it clumsily made?

## NEW WORDS

<i>worship</i>	[ˈwəːʃɪp]	<i>deity</i>	[ˈdiːti]
<i>lavish</i>	[ˈlaviʃ]	<i>to emanate</i>	[ˈeməneɪt]
<i>expenditure</i>	[ɪksˈpendɪtʃə(r)]	<i>to engrave</i>	[ɪnˈɡreɪv]
<i>divinity</i>	[diˈvɪnɪti]	<i>to incrust</i>	[ɪnˈkrʌst]
<i>sanctuary</i>	[ˈsəŋktʃuəri]	<i>to glow</i>	[ɡləʊ]
<i>veneration</i>	[venəˈreiʃən]	<i>stud</i>	[stʌd]
<i>domain</i>	[dəˈmeɪn]	<i>cornice</i>	[ˈkoːnɪs]
<i>to imbibe</i>	[ɪmˈbaɪb]	<i>to surround</i>	[səˈraʊnd]
<i>sanctity</i>	[ˈsəŋktɪti]	<i>frieze</i>	[friːz]
<i>yearly</i>	[ˈjiəli]	<i>effigy</i>	[ˈefɪdʒi]
<i>to sanctify</i>	[ˈsəŋktɪfaɪ]	<i>host</i>	[həʊst]
<i>granary</i>	[ˈɡrənəri]	<i>dread</i>	[dred]
<i>renowned</i>	[riˈnaʊnd]	<i>thunder</i>	[ˈθʌndə(r)]
<i>munificence</i>	[mjuˈnɪfɪsəns]	<i>rainbow</i>	[ˈreɪnbəʊ]
<i>enriched</i>	[ɪnˈrɪtʃt]	<i>to span</i>	[span]
<i>to encompass</i>	[ɪnˈkʌmpəs]	<i>hue</i>	[hjuː]
<i>to assure</i>	[əˈʃʊə(r)]	<i>censer</i>	[ˈsensə(r)]
<i>to call to mind</i>	[ˈkoːl tu ˈmaɪnd]	<i>ewer</i>	[ˈjuə(r)]
<i>workmanship</i>	[ˈwəːkmənʃɪp]	<i>to sparkle</i>	[ˈspaːkl]
<i>to thatch</i>	[θatʃ]	<i>fleece</i>	[fliːs]
<i>straw</i>	[stroː]	<i>conspicuous</i>	[kənˈspɪkjʊəs]
<i>to emblazon</i>	[ɪmˈbleɪzən]	<i>to surpass</i>	[səˈpaːs]

## GRAMMATICAL EXPLANATIONS

*El uso de los tiempos simples y compuestos (continuación):*

El *Future Simple Continuous* se emplea para expresar: 1) Una acción, accidental o no, que aunque comenzada en el pasado, todavía continúa en el presente. 2) Para expresar una acción no iniciada en el momento presente, pero que estará verificándose en un tiempo futuro prefijado.

- 1) When I get home, my mother *will be cooking* the supper.  
They *will be working* until they see us enter.
- 2) I *shall be leaving* for Mexico in two months' time.  
They *will be getting* everything ready this time next Sunday.

El *Future Perfect Continuous* se emplea para expresar: 1) Una acción iniciada o acaecida en el pasado, pero que todavía tiene vigencia en el momento presente. 2) Para expresar una acción en el futuro que estará verificándose en un tiempo dado, pero no iniciado todavía.

- 1) Margaret *will have been learning* French for five years by next month.  
On the first week of May, we *shall have been working* here for six months.
- 2) This time tomorrow, I *shall have been talking* with Henry for an hour.  
It is such a long way that they *will have been working* an hour by the time we arrive.

## E X E R C I S E S

A) *Put the verb in brackets into the correct tense:*

- |  |   |
|--|---|
| 1. We (meet) our cousins last night.                         | 9. He is not studying French. I (study) it for three years.     |
| 2. He (read) a lot of good books since Christmas.            | 10. Peter always (get) up late on Sundays.                      |
| 3. I (fly) from London to Paris in twenty minutes last week. | 11. Yes, I (see) Henry on the train yesterday.                  |
| 4. Henry (find) two gold coins four days ago.                | 12. He (get) ready to go now.                                   |
| 5. If Peter were rich, he (buy) a yacht.                     | 13. I think that I (go) with Peter now.                         |
| 6. We (think) about your problems for the last week.         | 14. If she (see), I am sure she will buy it.                    |
| 7. You (tell) us this story when we were boys.               | 15. I think that he (get) impatient with you.                   |
| 8. She (buy) a flat if she finds a big one.                  | 16. He is now living in Caracas. He (live) here for five years. |

B) *Complete the following sentences, using the tense shown:*

- |  |   |
|--|---|
| 1. After wasting all his father's fortune, he ——. (Past Perfect) | 4. After working with this firm for five years, I ——. (Present Perfect) |
| 2. After visiting Paris, I ——. (Simple Past)                     | 5. Henry (forget) everything when he ——. (Future Perfect)               |
| 3. After finishing my studies, ——. (Simple Future)               | 6. By this time tomorrow, the plane (touch d o w n) ——. Future Perfect. |

C) *Use the verb in brackets in the Future Continuous Tense:*

1. Take this overcoat, you (feel) cold when it gets dark.
2. They (hunt) the whole afternoon.
3. While I stay there, I (think) of you.
4. This time tomorrow you (talk) to my brother.
5. Yes, they (cut) wood till it grows dark.
6. The plane (land) in a few minutes
7. We wonder what Peter (do) next year.
8. He said he (wait) for us in Trafalgar Square at four o'clock.
9. I'm sure they (sleep) when we get there.
10. This time on Sunday, Henry (travel) to Mexico.

D) *Put in the suitable form of "to say" or "to tell" in the following sentences:*

1. I always like playing cards with Hugh, ... one of his friends.
2. The doctor ... the mother to take her child for a walk.
3. Hugh's friends ... that the match would begin at three o'clock.
4. The dentist ... me that I had a bad tooth.
5. It is ... that English people are very interested in sport.
6. She always ... her daughter a story before she goes to bed.
7. "My Chinese is getting on very well" ... Uncle Roger.
8. Why did he ... you to go home?

E) *Translate into English:*

1. Tuvieron carro hace años.
2. Hugh tenía una pipa hace tres meses.
3. ¿Tuvieron unos cuadros la semana pasada?
4. Nosotros no teníamos libros hace dos semanas.
5. ¿Tuvo un reloj hace cuatro días?
6. ¿Irà allí por la mañana?
7. Ella no tenía dinero la semana pasada.
8. ¿Qué tenía el profesor encima de la mesa?
9. Siempre va a clase por la mañana.
10. ¿Con qué frecuencia vas al teatro?

## LESSON NINE

*Robert Louis Stevenson (1850-1894)*



Robert Louis Stevenson was born in Edinburgh in November 1850. He was a chronic invalid throughout his life, and, owing to this physical weakness his education, was interrupted and irregular. Nevertheless, for three years he studied engineering at Edinburgh University, but he had very little aptitude for the scientific side of this profession, preferring literature and the study of human life. Later, he studied law, but abandoned this when he started to write essays and stories for the "Cornhill Magazine". In 1876 Stevenson made a journey by canoe from Antwerp to Pontoise, the record of which, "An Inland Voyage" (1878) was his first published work. In 1879 appeared "Travels with a donkey through the Cevennes", the journal of a tour taken through France. Stevenson's constant ill-health seldom allowed him to work for more than two or three hours a day. The collected volume of essays entitled "Virginibus Puerisque" was published in 1881, after a winter spent at Davos, and it was in this year that he began that wonderful romance of adventure "Treasure Island", followed a few years later by

his psychological romance "The Strange Case of Dr. Jekyll and Mr. Hyde". During these years much of Stevenson's time was also spent in writing plays and dramatic sketches, and then he began to write his series of Scottish stories of which "Kidnapped" and "The Master of Ballantrae" are, perhaps, the best. Stevenson has been called the best loved of modern writers and the Gods, according to the Greek saying, also loved him, for he died young.

*Answer the following questions on the Reading Passage:*

1. What kind of health did Robert Louis Stevenson have?
2. What kind of an education did he have?
3. What did he first study?
4. What did he afterwards study?
5. What did he abandon this for?
6. What did he do in 1876?
7. What kind of a tour did he take through France?
8. How many hours could he work a day?
9. What time of the year did he spend at Davos?
10. When did he begin to write "Treasure Island"?
11. What kind of a story was "Treasure Island"?
12. What kind of a book was "The Strange Case of Dr. Jekyll and Mr. Hyde"?
13. What was a lot of Stevenson's time spent in?
14. What kind of story was "Kidnapped"?
15. How old was he when he died?

## NEW WORDS

<i>chronic</i>	[ˈkronɪk]	<i>romance</i>	[rəˈmɑːns]
<i>invalid</i>	[ˈɪnvəlɪd]	<i>sultry</i>	[ˈsʌltri]
<i>weakness</i>	[ˈwiːknɪs]	<i>to drill</i>	[drɪl]
<i>nevertheless</i>	[ˈnevəðəˈles]	<i>drill</i>	[drɪl]
<i>aptitude</i>	[ˈæptɪtjuːd]	<i>recruit</i>	[rɪˈkruːt]
<i>canoe</i>	[kəˈnuː]	<i>weary</i>	[ˈwiəri]
<i>entitled</i>	[ɪnˈtaɪtld]	<i>to stammer</i>	[ˈstamə(r)]
<i>psychological</i>	[saɪkəˈlɒdʒɪkəl]		



## GRAMMATICAL EXPLANATIONS

*Coordinación y subordinación de oraciones.*—La coordinación y subordinación de oraciones supone la existencia de una oración compuesta. Las oraciones coordinadas requieren el uso de partículas que desempeñen el lazo de unión entre ellas.

Establecer la correlación de tiempos en las oraciones coordinadas y subordinadas no es empresa fácil. Tampoco es susceptible de ser sometida a reglas. No obstante, sí cabe establecer la correlación o secuencia de tiempos en las oraciones condicionales de subjuntivo (ver éste). También cabe establecer una relativa secuencia de tiempos cuando se trata de oraciones en Estilo Indirecto o *Reported Speech*.

Estúdiese con detenimiento el uso de los tiempos según las reglas dadas en las primeras lecciones de este libro y obsérvense, a continuación, los ejemplos sobre oraciones coordinadas y subordinadas.

En la lección siguiente se trata de la correlación de tiempos tanto en Estilo Directo como en Estilo Indirecto.

### COORDINACIÓN

Son *conjunciones coordinadas copulativas* las siguientes:

<i>and</i>	=	y
<i>neither</i> ..... <i>nor</i>	=	ni ..... ni
<i>either</i> ..... <i>or</i>	=	o ..... o

Henry *and* Mary work at the same office.  
They live in a big city *and* enjoy all its amenities.  
The poor man could *neither* read *nor* write.  
He was *neither* a fool *nor* a drunkard.

Son *conjunciones disyuntivas* las siguientes:

<i>either</i> ... <i>or</i>	=	o ... o
-----------------------------	---	---------

Mrs. Lawson will spend her holiday *either* in Spain *or* in France.  
Peter is going to become *either* a doctor *or* a chemist.  
You can have *either* tea *or* coffee.

Son *conjunciones coordinadas adversativas* las siguientes:

<i>but</i>	=	pero, sino
<i>though</i>	=	aunque
<i>although</i>	=	aunque
<i>even though</i>	=	incluso, aunque
<i>excepting</i>	=	excepto, menos, sino

He did not lie *but* he did not tell the truth either.

*Though* he is not clever, he is very hardworking.

*Although* he has travelled a lot, he does not know Greece yet.

I will not agree to it, *even though* he pays me ten thousand pounds.

Everything was all right about him *excepting* his unpleasant character.

Son *conjunciones coordinadas causales* las siguientes:

<i>as</i>	=	como
<i>because</i>	=	porque
<i>since</i>	=	como, ya que, puesto que
<i>for</i>	=	porque ( <i>arcaico</i> )
<i>that</i>	=	que

He must be away *as* nobody sees him at the club.

*As* I was in a hurry, I took a taxi to come here.

They behave in such a way *because* they have had no schooling.

She was drowned *because* she could not swim.

He is not so honest, *since* he accepted such a bribe.

*Since* you do not want to stay here let's go home again.

*arcaico* . . . { *for* She did not buy it *for* she had not enough money.

{ Do not buy this car, *for* you can find a better one soon.

He is so good *that* he gave everything he had.

We are very happy *that* you have come.

Son *conjunciones coordinadas consecutivas* las siguientes:

<i>so</i>	=	por lo tanto, luego, conque
<i>therefore</i>	=	por lo tanto, por consiguiente, luego
<i>consequently</i>	=	por lo tanto, por consiguiente

He is not going to help you, *so* you can go.

The dog has eaten nothing, *so* give it some food.

If you open the gate the horse will get out; *therefore* keep it shut.  
 They are still living in an ostentatious way; *therefore* they are not so poor.  
 He gave his fortune away; *consequently* he had to get a job.  
 It was terrible weather; *consequently* the plane could not take off.

NOTA.—*Consequently* tiene su uso limitado solamente a un lenguaje forense o discursivo.

### A Joke

It was a hot, sultry day at the Army camp, and the tough sergeant had been drilling the soldiers until the troops were ready to drop.

An officer stopped to watch the drill, and was very displeased. Just as it seemed things could get no worse, a recruit dropped his rifle. The officer ordered the soldier out of the ranks.

"How long have you been in the Army?" demanded the officer angrily.

The weary boy looked up at the officer and stammered.

"All d-d-day, s-s-sir!"

### EXERCISES

A) *Put the verb in brackets into the correct tense:*

1. I think that it (get) cold now.
2. I never (get) sick when travelling.
3. Helen (cook) the food before going to the theatre.
4. Henry is now at Oxford. He (be) there four years.
5. He (live) in Lima last year.
6. She (get) a new dress every two months.
7. His father and mine (be) at Oxford for five years.
8. His is now (study) German.
9. He (study) it for one year.
10. He says that good films generally (be) a box-office success.
11. Margaret won't be happy until she (get) a letter from her sweet-heart.
12. If he (be) here we could start eating.
13. She wished that she (can) see London again.
14. He will give him his book if he (see) him.
15. She would iron your trousers if you (bring) them to her.
16. If his father had been ill, Peter (tell) you.

B) *Put into the negative form:*

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1. I study English two hours a day. | 6. They have some books.          |
| 2. She goes there in the morning.   | 7. She can go today.              |
| 3. He is smoking a cigarette.       | 8. You will have a letter.        |
| 4. She had a box of cigarettes.     | 9. She goes for a walk every day. |
| 5. She is English.                  | 10. I must do it now.             |

C) *Translate into English:*

1. Aunque no es muy guapa, es bastante rica.
2. No tomó ni té ni café.
3. No lo haré, aunque me pague 1.000 dólares.
4. Entra, por favor, y mete la silla en la habitación.
5. Cuando el enemigo atacó en la oscuridad, la guardia huyó.
6. Qué lástima que hayas perdido tanto dinero.
7. El espectáculo final en la calle, fuera de la iglesia, tuvo mucho color a la luz del sol.
8. Por favor, sal y ayuda a Hugh a que saque los libros del carro y los meta en la casa.
9. Fue inmoral coger la pulsera de diamantes que se cayó de la mesa.
10. Metió la pata al decir a Hugh que no tenía coche.
11. Voy a comprar un magnetofón.
12. Tráete el tocadiscos cuando vengas.

D) *Complete the following sentences with the correct prepositions:*

1. Mr. Wilson rents a lot ... land and has a small piece ... his own.
2. I never eat any fish except cod ... principle.
3. Those who steal generally finish ... prison.
4. I don't think this cinema is expensive; ... the contrary I find it quite cheap.
5. Shall we go ... foot or ... horseback?
6. Hugh, someone is asking ... you ... the phone.
7. ... future I shall always choose lemonade.
8. That waitress always attends ... me very well.
9. I insist ... hot plates for hot food.
10. Hurry ... or we shall arrive late ... the theatre.

E) *Add a question-word (who, what, which) to the following questions:*

- |                                      |  |
|--------------------------------------|--|
| 1. ... is your name?                 | 7. ... is yours, the orange or the banana? |
| 2. ... is that pretty girl?          | 8. ... colour is it?                       |
| 3. ... is your telephone number?     | 9. ... makes your shoes?                   |
| 4. Here are the books! ... is yours? | 10. ... makes tea sweet?                   |
| 5. ... is coming to tea?             |  |
| 6. ... trees grow in Egypt?          |  |

### PRONUNCIATION EXERCISE

*Acentuación de palabras compuestas (I):*

#### *Modelo núm 1*

En las siguientes combinaciones el acento recae en la primera palabra.

#### a) SUBANTIVO + SUBANTIVO

'handbag, 'railway station, 'newspaper, 'lip-stick, 'steamboat, 'teacup, 'watercolour, 'door-keeper, 'paper-clip, 'symphony-orchestra, 'bus-conductor, 'tennis-racquet, 'light-bulb, 'pocket-knife, 'opera-house, 'airport, 'boot-lace, 'daytime, 'dustbin, 'fireside, 'gunfire, 'hand-rail, 'pine-apple, 'wheelbarrow, 'bedroom, 'schoolmaster, 'shipwreck, 'tooth-brush.

#### b) ADJETIVO + SUBANTIVO

'background, 'barefoot, 'black-list, 'fourpence, 'gentleman, 'grandparents, 'handyman, 'hotbed, 'live-stock, 'outskirts, 'redskin.

#### c) VERBO + SUBANTIVO

'hacksaw, 'breakwater, 'passport, 'sweepstake, 'wardrobe, 'spitfire, 'pickpocket, 'scarecrow, 'turntable, 'watchdog, 'spyglass.

## LESSON TEN

### *A Scene from "The Pickwick Papers"*

"Now, about Manor Farm", said Mr. Pickwick. "Is Winkle coming with us?"

"Yes", said Mr. Snodgrass "He's coming. How shall we go?"

"Let us ask the waiter", said Mr. Tupman, "Waiter!"

"Coming, sir."

"How can we go to Manor Farm from here?"

"Very nice four-wheeled carriage, sir — seat for two behind — one in front for the gentleman that drives. Oh, I beg your pardon, sir, that will only hold three."

"What's to be done?", said Mr. Snodgrass.

"Perhaps one of the gentlemen would like to ride, sir?", suggested the waiter, looking towards Mr. Winkle. "Very good horses, sir. Any of Mr. Wardle's men coming to Rochester would bring them back, sir."

"Just the thing", said Mr. Pickwick. Winkle, will you go on horseback?"

Mr. Winkle certainly doubted his skill at riding very much, but as he did not want his friends to know this, he answered: "Certainly. I enjoy riding a great deal."

"Bring them to the door at eleven", said Mr. Pickwick.

"Very well, sir", said the waiter.

Mr. Pickwick was looking out of the window of the coffee-room when the waiter came in and said that the carriage was ready. And in fact the carriage appeared at that moment in front of the coffee-room window. It was a curious little green box on four wheels, drawn by a huge brown horse. A man stood near holding another huge horse — which appeared to be a near relation of the animal in the carriage — ready for Mr. Winkle.

"Bless my soul!" said Mr. Pickwick. "Who's going to drive? I never thought of that."

"Oh! *you*, of course", said Mr. Tupman.

"Of course", said Mr. Snodgrass.

"I", said Mr. Pickwick.

"No need to be afraid, sir", said the man. "He's very quiet. A child in arms could drive him."

So Mr. Tupman and Mr. Snodgrass took their seats at the back. Mr. Pickwick got up in front and the man put the reins in Mr. Pickwick's left and a whip into his right hand.

"Wo-o!", cried Mr. Pickwick, as the tall animal showed a decided desire to go backwards into the coffee-room window.

"Wo-o!", repeated Mr. Tupman and Mr. Snodgrass from the back.

Mr. Winkle climbed onto his horse with about as much difficulty as he would have had in getting up the side of a battleship.

"All right?", asked Mr. Pickwick, rather feeling that it was all wrong.

"All right", answered Mr. Kinkle, weakly.

Off went the carriage and the horse, with Mr. Pickwick driving one and Mr. Winkle on the back of the other, to the amusement of the whole inn yard.

"What makes him go sideways?", said Mr. Snodgrass in the carriage to Mr. Winkle on the horse.

"I can't imagine", said Mr. Winkle.

His horse was going up the street in a most curious manner, side first, with his head towards one side of the road, and his tail towards the other. Mr. Pickwick had no time to observe either this or any other detail, being quite busy managing the animal drawing the carriage, who seemed very difficult to control. Sometimes he stopped completely, and then went on for some minutes so fast that it was impossible to manage him.

"What can he mean by this?", said Mr. Snodgrass.

Mr. Tupman was going to answer when Mr. Pickwick cried out:

"Wo-o! I have dropped my whip."

"Winkle", said Mr. Snodgrass, as the rider came up on the tall horse. "Pick up the whip, there's a good fellow."

Mr. Winkle got down from the horse, gave the whip to Mr. Pickwick, and taking the reins prepared to get up again. However, as soon as Mr. Winkle had taken the reins, the horse went backwards to their full length.

"Poor fellow", said Mr. Winkle. "Poor fellow, good old horse."

But the more Mr. Winkle tried to get near "the poor fellow" the more he went back.

"What am I to do?", said Mr. Winkle. "What am I to do? I can't get on him. Please come and hold him."

Mr. Pickwick threw the reins on his horse's back and got down from his seat and went to help Mr. Winkle. When Winkle's horse saw Mr. Pickwick coming towards him with the carriage whip in his hand he went backwards in the direction from which they had just come rather more quickly. Mr. Pickwick ran to help Mr. Winkle, but the more Mr. Pickwick ran forward the more the horse ran backwards, and at last Mr. Winkle let go off the reins. The horse turned

round and quietly went home to Rochester. Mr. Winkle and Mr. Pickwick then heard a noise at a little distance.

"Bless my soul!" cried Mr. Pickwick. "There's the other horse running away."

*Answer the following questions on the Reading Passage:*

1. Who did they ask how they could get to Manor Farm?
2. How could three of them go?
3. What did the waiter suggest, looking at Mr. Winkle?
4. What didn't Mr. Winkle want his friends to know?
5. What kind of a horse did Mr. Winkle have to ride?
6. What hadn't Mr. Pickwick thought of?
7. How did the three friends seat themselves in the carriage?
8. What did the horse show a decided desire to do?
9. How did Mr. Winkle get on to his horse?
10. What did Mr. Snodgrass ask Mr. Winkle?
11. Why hadn't Mr. Pickwick time to observe this?
12. Why did Mr. Winkle get off his horse?
13. Why couldn't he get on his horse again?
14. Who got down to help him get on?
15. What happened to the carriage horse?

### NEW WORDS

<i>four-wheeled</i>	[ˈfoːˈwiːld]	<i>reins</i>	[reinz]
<i>to doubt</i>	[daʊt]	<i>whip</i>	[wɪp]
<i>curious</i>	[ˈkjʊəriəs]	<i>battleship</i>	[ˈbatlʃɪp]
<i>relation</i>	[rɪˈleɪʃən]		

### GRAMMATICAL EXPLANATIONS

#### SUBORDINATION.

Las oraciones subordinadas dependen gramatical y lógicamente de una subordinante o principal.



Son *oraciones subordinadas adjetivas* las que van enlazadas por los pronombres relativos:

<i>who</i>	=	que, quien, quienes
<i>whom</i>	=	que, a quien, a quienes, etc.
<i>which</i>	=	que
<i>whose</i>	=	cuyo, cuya, cuyos, cuyas
<i>that</i>	=	que (sustituye a <i>who</i> , <i>whom</i> , <i>which</i> )

I do not know the man *who* wrote the novel  
The boy *whom*\* they met was not my brother.  
The house *which* is across the river is mine.  
The hut *which*\* we saw was on fire.  
That is the woman *whose* sons study with me.  
The car *that*\* my brother bought is not good.

\* Cabe indicar que los pronombres relativos que son objetos directos de las oraciones subordinadas suelen omitirse.

Son *oraciones subordinadas sustantivas* aquellas en que la oración subordinada, generalmente, hace el oficio de complemento de la oración principal.

Van enlazadas por las siguientes conjunciones:

<i>that</i>	=	que
<i>what</i>	=	que, lo que
<i>why</i>	=	porque
<i>whether</i>	=	si

He said *that* he had seen Peter there.  
Tell me *what* I must do now.  
I do not know *why* he is always complaining.  
Can you tell me *whether* she is at home now?

Forman *oraciones finales* las siguientes conjunciones finales:

<i>in order to</i>	=	a fin de, con objeto de
<i>so that</i>	=	con el fin de, para que

I gave him the money *so that* he might buy the medicine.  
Open the window *so that* we may breathe some fresh air.  
They stayed there *in order* to enable him to get everything ready.  
We send you this letter *in order* to inform you about the matter.

Forman oraciones causales las siguientes conjunciones causales:

*because* = porque, ya que  
*as* = como, ya que

They went bankrupt *because* they did not keep their books properly.

He remained in bed *because* he was ill.

*As* he is extremely lazy, he never passes his examinations.

*As* you do not know the city, you may go astray.

Las oraciones subordinadas adverbiales de lugar, tiempo y modo van enlazadas por los siguientes adverbios y conjunciones:

*when* = cuando  
*where* = donde  
*as soon as* = tan pronto como  
*until = till* = hasta que  
*while* = mientras, mientras que

The fields *where* they hunt, are full of game.

They returned here *when* I was still abroad.

He will start business *as soon as* the loan is granted.

She was happy *until* she got married.

He works more and more *while* his sons are squandering his fortune.

Las oraciones subordinadas adverbiales consecutivas van enlazadas por la siguiente conjunción consecutiva:

*that* = que

He was such a fool, *that* he wasted his money helping his enemies.

Mary lived so far away, *that* Peter never took her home.

Henry was so sleepy, *that* he slept for eighteen hours.

Las oraciones subordinadas condicionales van enlazadas por las siguientes conjunciones condicionales:

*if* = si  
*on condition that* = a condición de que  
*provided* = con tal que  
*supposing* = suponiendo que, dado caso que  
*unless* = a menos que

Unless they pay the first instalment, we will not sign the contract.  
 He says that he will visit Japan *if* he wins a sweepstake.  
 I lend you this book *on condition that* you look after it.  
 The business could prosper, *provided* you helped us a little.  
*Supposing* you are granted the loan, what will you do?

## EXERCISES

A) *Complete with one of the following conjunctions: as, if, unless, but, though, whether, since, so that.*

1. — she drives home carefully, she will have an accident.
2. They will lose the battle — they get some more tanks and fresh troops to help them.
3. — you have studied hard, you may make the trip.
4. We could have finished the work, — they had not arrived.
5. I don't like this house — it is so small and dark.
6. No prisoner could get out of the camp, — he had a permit.
7. I took the chair away — the other guests could enter.
8. Robert can't blame you — he does not get the job.
9. The poor woman killed her pig — the wounded soldiers would have something to eat.
10. The captain hesitated — they would cross the river on such a foggy day.

B) *Translate these sentences into English:*

1. El no es ni inteligente ni trabajador.
2. Puedes comprarme unos zapatos negros o un sombrero.
3. El no era un ladrón, sino un hombre honrado.
4. Ella no podrá triunfar aunque tú la ayudes.
5. Aunque ellos no quieran, yo lo haré.
6. El no pudo hacer nada porque nadie quiso prestarle el dinero.
7. Puesto que tú no lo necesitas, ¿por qué lo compras?
8. El no tenía hambre, ya que no quiso comer nada.
9. No haremos nada por tí; por lo tanto, comienza a trabajar duro desde ahora.

10. Nadie te está prestando atención; por lo tanto, no continúes hablando.
11. El dijo que lo intentaría lo antes posible.
12. Cuéntame lo que viste allí.
13. Yo nunca sé por qué el siempre tiene miedo de empezar.
14. No sabemos si ella aceptará el empleo.
15. Le mandé llamar con objeto de informarle de su nuevo puesto.
16. Como él nunca tiene prisa, siempre llega tarde.
17. Mientras él trabaja todo lo que puede, su hermano no hace nada.
18. Tan pronto como me enteré de ello, fui a verle.
19. Ellos serían felices con tal que ella lo fuera también.
20. Yo creo que él aceptará este empleo, a menos que sea tonto.
21. Suponiendo que la suma es correcta, el negocio no es malo.
22. Yo me pregunto si él ha visto jamás una ciudad más grande que ésta.

C) *Put the verb in brackets into the correct tense:*

1. She thought she (do) it well.
2. I (be) abroad since last February.
3. (Do) Henry his homework yet?
4. I never (see) such a wonderful thing.
5. Peter (see) your brother this morning.
6. Mr. Poser (know) my father since he was a child.
7. As soon as it (stop) raining, we can go shopping.
8. It is better that she (write) the letter.
9. She often wishes she (be) prettier.
10. The boat (lie) here for three days, and then will sail as soon as the wind (rise).
11. She (see) my father today.
12. Henry never (be) in Chile but I (go) there last year.
13. He went hunting after (finish) his game of bowls.
14. How long is it since you (speak) to my son?
15. Henry (be married) twenty years when he divorced his wife.
16. No party (be held) in this house since Mr. Pearson died.
17. He (be) ill for several years when he (die).
18. I shall wait for Margaret, while you (finish) your job.
19. Go home before the storm (break) out.
20. They threatened they would burn the village as soon as it (be taken)..

D) *Give the adjective and the noun of person (e. g. England: English and Englishman) of the following:*

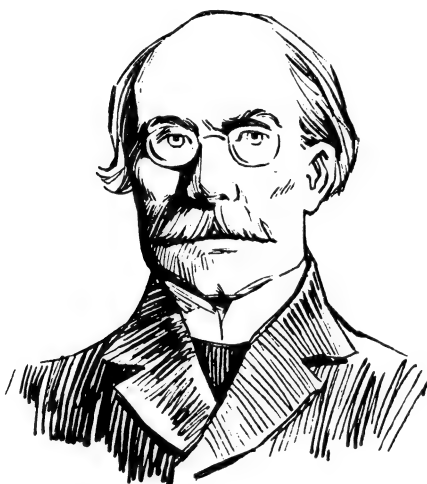
- |               |                  |
|---------------|------------------|
| 1. Europe.    | 12. Holland.     |
| 2. Asia.      | 13. Switzerland. |
| 3. Africa.    | 14. Spain.       |
| 4. America.   | 15. Scandinavia. |
| 5. Australia. | 16. Denmark.     |
| 6. Scotland.  | 17. Norway.      |
| 7. Wales.     | 18. Sweden.      |
| 8. Ireland.   | 19. Finland.     |
| 9. France.    | 20. Russia.      |
| 10. Belgium.  | 21. Poland.      |
| 11. Germany.  | 22. Hungary.     |

E) *Make the following sentences (a) negative, (b) interrogative:*

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. I have some books.    | 6. You asked some questions.         |
| 2. He bought some ties.  | 7. We shall have some rain.          |
| 3. There is some news.   | 8. The boy has some more cake.       |
| 4. They want some paper. | 9. I have seen you somewhere before. |
| 5. You ate some apples.  | 10. He knows something.              |

## LESSON ELEVEN

*Rudyard Kipling (1865-1936)*



Rudyard Kipling was born in December, 1865 at his father's house in Bombay, India. He was taken to England for the first time when he was three years old and sent to school in England later on. Except for his Christmas holidays, which he spent in London with relations, Kipling was not happy, and he has written about his schooldays in the story entitled "Stalky and Co."

In 1888 he published his first book of short stories called "Plain Tales from the Hills". Kipling wrote the stories about Mowgli called "The First and Second Jungle Books". During the Boer War, Kipling went to South Africa and edited a newspaper for the soldiers. In 1902 the "Just So Stories" were published. These stories, which included "The Cat who Walked by Himself" and "The Butterfly who Stamped", were written in memory of his daughter Josephine who died of pneumonia in 1899.

They are written in a fanciful style intended to appeal to children. Here is the opening of "The Elephant's child":

“In the High and Far off times the Elephant, O best beloved, had no trunk. He had only a blackish bulgy nose, as big as a boot that he could wriggle about from side to side; but he couldn't pick up things with it.”

Or the last verse of the poem “Roll down to Rio” from the same book:

Unless I go to Rio  
These wonders to behold —  
Roll down — roll down to Rio —  
Roll really down to Rio!  
Oh, I'd love to roll to Rio  
Some day before I'm old!

Kipling wrote “Puck of Pook's Hill” in 1906. During the time Kipling was writing this book, he left home to visit other countries. On his return to England in 1907, Kipling received the Nobel Prize for Literature and later an honorary degree from Oxford University. Perhaps the greatest and the best-loved poem that Kipling ever wrote is the one entitled “If”. Kipling died in 1936 and was buried in Westminster Abbey.

*Answer the following questions on the Reading Passage:*

1. Where was Rudyard Kipling born?
2. How old was he when he was sent to England?
3. Where did he spend his Christmas holidays when he was at school?
4. What kind of a life did he have at school?
5. What book did he write about his school life?
6. What were the books about Mowgli called?
7. Where did he go during the Boer War?
8. What did he do there?
9. What did his daughter Josephine die of?
10. What was the story called “The Elephant's child” about?
11. When did he write “Puck of Pook's Hill”?
12. What did he receive in 1907?
13. What did he receive from Oxford University?
14. When did Rudyard Kipling die?
15. Where was he buried?

## NEW WORDS

<i>later on</i>	[ˈleɪtə ˈɒn]	<i>wonder</i>	[ˈwʌndə(r)]
<i>jungle</i>	[ˈdʒʌŋɡl]	<i>to behold</i>	[bɪˈhəʊld]
<i>edited</i>	[ˈeditɪd]	<i>honorary</i>	[ˈɒnərəri]
<i>pneumonia</i>	[njuːˈmæʊnjə]	<i>drunk</i>	[drʌŋk]
<i>fanciful</i>	[ˈfʌnsɪfəl]	<i>double-decker</i>	[ˈdʌblˈdekə(r)]
<i>bulgy</i>	[ˈbʌldʒi]	<i>to stagger</i>	[ˈstæɡə(r)]
<i>to wriggle</i>	[ˈrɪɡl]		

## GRAMMATICAL EXPLANATIONS

*Correlación de tiempos.*—Dijimos ya en la lección nueve que la correlación de tiempos no es empresa fácil. En numerosos idiomas la correlación o secuencia de tiempos viene impuesta por el sentido que queramos dar a lo que decimos o escribimos.

No se puede afirmar con absoluta seguridad que cuando el verbo de la oración principal está en pasado, el verbo de la oración subordinada debe ir en pasado también. Esto es cierto cuando así lo exige el sentido.

We *left* before he *came*.

I *went* there when I *knew* about the accident.

He *helped* the poor woman as soon as he *saw* her.

Cuando se trata de una oración compuesta subordinada adverbial, comparativa de modo, tanto el verbo de la oración principal como el de la subordinada pueden estar en cualquier tiempo, según el sentido.

Peter is *making* more money now { than Paul *is making*  
than he *used to make*  
than he *will ever make* again.

Un *Simple Present*, *Present Perfect*, *Present Continuous* o *Simple Future*, en la oración principal puede ir seguido de *Present*, *Past* o *Future* en la oración subordinada.

He *saves* .....  $\left\{ \begin{array}{l} \text{because he *is* sensible} \\ \text{because he *got used to* it} \\ \text{because he *will want* the money in the future} \end{array} \right.$



He aquí, a continuación, como resumen de todo lo anterior, el ejemplo típico de correlación de tiempos y otras situaciones lógicamente imaginables:

"I *wrote* to you because I *wanted* to tell you about it"

*Otras situaciones imaginables:*

1.—I *wrote* to you because I *had* finally *decided* to sell.

(Se lo digo o comunico a él.)

2.—I *wrote* to you because I *have been thinking* of visiting England.

(Suponiendo que la segunda persona ya está con el que habla.)

3.—I *wrote* to you because I *am* anxious to discuss the matter.

(Todavía tiene ganas de discutirlo.)

4.—I *wrote* to you because I *have been thinking* of selling.

(Todavía está pensando en esto.)

5.—I *wrote* to you because I *had been thinking* of selling.

(Había estado pensando en esto, pero no sabe si todavía sigue pensando lo mismo.)

6.—I *wrote* to you because I *shall need* your help.

(El está ya conmigo y yo le explico mis proyectos.)

7.—I *wrote* to you because I *shall* very soon *have* finished my boat.

(Exactamente igual que en el caso anterior.)

NOTA.—Normalmente, el tiempo de la oración subordinada indica el tiempo en el cual se desarrolla el acontecimiento de que se trata.

### *A Joke*

Two drunks got on a double-decker bus. One drunk insisted on going upstairs, but he soon came staggering down again, white as a sheet. His friend asked him what was wrong.

The first drunk replied:

"Don't go upstairs. There's no driver."

## EXERCISES

A) *Put in one of the anomalous finites either in the affirmative or the negative. There are several alternatives:*

1. He was born in Paris. So he ... be French.
2. ... you speak English?
3. You don't look well. You ... go to the doctor as soon as possible.
4. He ... speak to her in that way.
5. ... you come to class on Sunday? No, I ...
6. It is ten o'clock, so he ... be there now.
7. You ... do it if you want to.
8. They ... open the tin. They hadn't a tin-opener.
9. I ... lift this table. It's very heavy
10. It ... rain soon, so I'm going to take an umbrella with me.

B) *Supply the correct tense of the verb in brackets:*

1. She says she will tell me the details as she (go) along.
2. Don't go out until you (turn) off the gas.
3. You ought to visit your grandfather while you still (have) time.
4. I'll tell him when he (come).
5. We'll pay for the furniture on the day you (deliver) it.
6. After the cinema (be) over let's walk home together.
7. When the teacher (come) we'll open our books.
8. I never speak to a person until I (introduce) to him.
9. As soon as she (see) me she'll give me the parcel.
10. Don't count your chickens before they (hatch).

C) *Supply questions to the following answers. Begin your questions with "when", "what", "where" or "which":*

1. He went to Caracas last month.
2. I like spring better than autumn.
3. We stopped the car at the door of the hotel.
4. I prefer coffee to tea.
5. I have done it at home.
6. I bought an interesting book yesterday.
7. I put it in the drawer.
8. He likes this one better.
9. I met her at the corner.
10. I opened it with a knife.

D) Put in "someone", "anyone", "no one", "somewhere", "nowhere", "something", "anything", "nothing":

- |  |  |
|--|--|
| 1. I don't know where it is but it must be ... in the house. | 6. I'm sorry I have ... in my hand.    |
| 2. Has ... change of fifty dollars?                          | 7. ... is burning in the kitchen.      |
| 3. There was ... in the street.                              | 8. ... must know where she is.         |
| 4. She was ... to be seen.                                   | 9. Has the postman brought ... for me? |
| 5. ... must have seen you do it.                             | 10. Can ... speak English?             |

E) Supply the correct form of the verbs "to make" or "to do":

- |   |   |
|---|---|
| 1. The teacher ... the students work very hard.           | 10. Have you ... your exercises?                    |
| 2. What do you ... after class?                           | 11. She told him to ... up his shoes.               |
| 3. He ... nothing while I was there.                      | 12. A few days at the seaside will ... you good.    |
| 4. It's not easy to ... money.                            | 13. This exercise is badly ...                      |
| 5. He ... her very happy when he said that.               | 14. You must ... it again.                          |
| 6. I haven't ... anything.                                | 15. She was ... a very pretty dress when I saw her. |
| 7. He has ... many mistakes in his exercise.              | 16. I like my meat well ...                         |
| 8. It's very hot. I could ... with a cold drink just now. | 17. It will ... no difference what she says.        |
| 9. You shouldn't ... fun of poor people.                  | 18. She is always ... excuses.                      |
|   | 19. He can't ... without speaking.                  |
|   | 20. The carpenter is ... a chair.                   |

## LESSON TWELVE

### *How Animals Digest Food (I)*

Just as we must change or digest the food we eat before our body can use it, so the animal has to digest its food.

There are differences in various animals, chiefly because some animals are flesh-eaters, like the frog, dog, lion, tiger and ferret, and some are plant-eaters, like rabbits, cows, horses and caterpillars. Animals which eat flesh are called *carnivores*, and said to be carnivorous. Animals which eat plants are called *herbivores*, and are said to be herbivorous. Some animals eat both plant and flesh foods. They are called *omnivores*, and are said to be omnivorous.

We have found that the walls of plant cells contain a substance, cellulose, which is not found in animal cells. Cellulose is very difficult to digest, so plant-eating animals must have special ways of dealing with their food. The first job will be to crush or break down the cell-walls or cellulose boxes to get at the nourishing material inside. Different plant-eating animals have solved this problem in different ways.

Some herbivores—such as the rabbit, sheep, deer, goat, camel and cow—have special grinding teeth by which they can grind the plant food up into a soft pulpy mass with the saliva in the mouth. If you watch a rabbit feeding, you will see its jaws moving from side to side as it grinds the food up, and it spends quite a lengthy time in thus chewing its food in order to break down the plant cells. But here a difficulty arises. If these animals are going to spend a long time in chewing their food it is leaving them open to danger, for their enemies will see them and attack them. Some of these animals, like the deer, goat, cow and sheep, have overcome this difficulty by a special arrangement.

These animals eat as much plant food as they require very quickly. This food is sent down to a large muscular bag in their body and there it is stored. The animal then lies down in some hidden quiet spot, and begins to chew its food or “cud”. The food is sent a little at a time into another muscular bag

where it is made ready for chewing. From this bag the food is sent back to the mouth, where it is now well chewed by the teeth and mixed with saliva. The chewed food is then sent down to a third pouch and then to the stomach and intestines to be completely digested by enzymes.

Other plant-eating animals do not break down the cellulose boxes or cells by grinding teeth, but have a special crushing or grinding arrangement in some part of their food canal. This is the method adopted by birds. Birds have no teeth, but only a hard beak for pecking, tearing, or picking up their food. The food is immediately swallowed and not chewed or mixed with saliva in the mouth. It passes a short way down the gullet into a little pouch called the *crop*, and there it is stored until required for digestion. If you examine the crop of a hen which has been killed you will see inside it maize or corn which it has swallowed, together with a number of small stones. These seeds and stones from the crop are then sent to a bag called the *gizzard*. This has thick muscular walls, and is lined with a hard material. As the food reaches the gizzard it is mixed with certain digestive juices. The walls of the stomach now begin to contract and relax, and the food is cut up and crushed by being rubbed and pressed against the small stones. In this way the food is ground into tiny pieces and is then sent along to the intestines to be digested by the enzymes in the juices from the liver, pancreas and the small intestine itself.

Instead of crushing the cell-boxes in the ways we have described, some plant-eating animals have special methods for digesting their food, particularly the cellulose. Nearly all plant-eating animals have very long intestines compared with those of flesh-eating animals of the same size. The rabbit, for example, has much longer intestines than a dog. You will see that by this arrangement the food remains in the intestines longer, and this gives the enzymes in the digestive juices longer time to digest the food.

Many animals make use of tiny microscopic living things called germs or bacteria which can live in the intestines of the animals and help to break down the cellulose. This is really a splendid form of partnership. These bacteria are provided with a warm, moist home inside the animal, and they get the cellulose which they require for food. In this process the cellulose is broken down into chemicals which can be digested by the enzymes in the animal's body, and thus the bacteria earn their keep.

We have now talked about a few of the ways in which animals digest their food. There are, however, many more, but in a book of this kind it would be impossible to discuss them all. The chief thing to remember is that in all animals the food is digested by digestive juices which contain enzymes.

F. TYRER, *The Energy of Life*.

*Answer the following questions on the Reading Passage:*

1. Why are there differences in various animals?
2. Give the name of a flesh-eater, not given in the Reading Passage.
3. What are carnivorous animals?
4. What do walls of plant cells contain?
5. Is cellulose easy to digest?
6. What kind of teeth has a sheep?
7. How does a cow move its jaws?
8. Must a cow spend a long time chewing?
9. Where do these animals keep the food they have eaten quickly?
10. What do they do when they get to a quiet spot?
11. Have birds teeth?
12. Where do birds grind their food?
13. What is there in a bird's gizzard?
14. What special arrangement has a rabbit for crushing the cell boxes?
15. Are there many germs in the intestines?

## NEW WORDS

<i>to digest</i>	[di'dʒest]	<i>pouch</i>	[paʊtʃ]
<i>chiefly</i>	[ˈtʃiːfli]	<i>enzyme</i>	[ˈenzaim]
<i>ferret</i>	[ˈferit]	<i>beak</i>	[biːk]
<i>caterpillar</i>	[ˈkætəpɪlə(r)]	<i>to peck</i>	[pek]
<i>cellulose</i>	[ˈseljʊləʊs]	<i>gullet</i>	[ˈgʌlit]
<i>to crush</i>	[krʌʃ]	<i>crop</i>	[krop]
<i>nourishing</i>	[ˈnʌrɪʃɪŋ]	<i>gizzard</i>	[ˈgɪzəd]
<i>to grind</i>	[graɪnd]	<i>lined</i>	[laɪnd]
<i>pulpy</i>	[ˈpʌlpi]	<i>to relax</i>	[riˈlaks]
<i>to chew</i>	[tʃuː]	<i>partnership</i>	[ˈpɑːtnəʃɪp]
<i>"cud"</i>	[kʌd]		

## GRAMMATICAL EXPLANATIONS

*Secuencia de tiempos en "Reported Speech".*—La secuencia o correlación de tiempos en *Reported Speech*, o sea, en Estilo Indirecto, sí cabe establecerla con mayor rigor.

He aquí algunas reglas:

- 1) Cuando el verbo de la oración principal, que se va a poner en *Reported Speech*, está en *Simple Present*, *Present Continuous*, *Present Perfect* o *Future Simple*, no hay cambio de tiempo en el verbo de la oración subordinada al pasar ésta a *Reported Speech*; solamente hay el cambio de persona exigida por la concordancia.

### *Direct Speech*

He says, "I sell cars now".  
 He is saying, "I have seen your brother".  
 She has said, "He will give you my books".  
 They will say, "We saw our cousin".

### *Indirect Speech*

He says that *he sells* cars now.  
 He is saying that *he has* seen my brother.  
 She has said that he will give *me her* books.  
 They will say that *they* saw *their* cousin.

- 2) Cuando el verbo de la oración principal, que se ha de poner en *Reported Speech*, está en *Simple Past*, el tiempo del verbo de la oración subordinada, en Estilo Indirecto, debe concordar con el tiempo el verbo de esta misma oración, expresada en Estilo Directo.

Lógicamente se producen los siguientes cambios:

### *Direct Speech*

Simple Present  
 Present Continuous  
 Simple Past  
 Present Perfect  
 Future Simple  
 Conditional Simple  
 Future Perfect

*se transforma en*

### *Indirect Speech*

Simple Past  
 Past Continuous  
 Past Perfect  
 Past Perfect  
 Conditional Simple  
 Conditional Simple  
 Conditional Perfect

### Direct Speech

### Reported Speech

He said	{	"I speak three languages".	{	he spoke three languages.
		"She is living in Paris".		she was living in Paris.
		"They saw your brother".		they had seen my brother.
		"He has bought the car".		he had bought the car.
		"Henry will come soon".		Henry would come soon.
		"Mary would buy a new dress".		Mary would buy a new dress.
		"Peter will have arrived in Rome".		Peter would have arrived in Rome.

NOTA.—Para una información más completa sobre el *Reported Speech* véanse los libros 3.º y 4.º de esta obra.

## EXERCISES

A) *Write the following sentences in Reported Speech:*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. He said, "I visited your country".</li> <li>2. Mary will say, "I bought a dress for you".</li> <li>3. Robert said, "I arrived in Germany in the end".</li> <li>4. My brother asked, "Can you translate it?"</li> <li>5. She asked, "Have you many brothers?"</li> <li>6. Ann asked, "When are you going to buy a car?"</li> </ol> | <ol style="list-style-type: none"> <li>7. Mrs. White said to Henry, "Come back earlier tomorrow".</li> <li>8. Cecil said to Paul, "Do it at once for me".</li> <li>9. James said to Mary, "I will write to you soon".</li> <li>10. My father asked Helen, "Why have you come so late?"</li> <li>11. Peter said to me, "Your brother must do it twice".</li> <li>12. Henry, "May I have another cake, Mrs. Black?"</li> </ol> |
|---|--|

B) *Put in "shall", "will", "should" or "would" instead of the following verbal phrases in italics. The first is done to show you:*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. I <i>will not</i> let you go out tonight. You <i>shan't</i> go out tonight.</li> <li>2. Mary <i>ought to</i> do it, but she has no time. She ...</li> </ol> | <ol style="list-style-type: none"> <li>3. It is my <i>intention to</i> tell your teacher. I ...</li> <li>4. We <i>will not permit</i> you to marry him. You ...</li> </ol> |
|---|--|



5. *It was his habit to* bite his nails. He ...
6. You *ought to* write a letter to your father. You ...
7. He *always wore* a hat. He ... wear ...
8. *It is our intention to* go there tomorrow. We ...
9. They *ought to* work much harder. They ...
10. *It is my intention to* buy a car. I ...

C) *Ask and answer the following questions:*

1. What are you wearing?
2. Have you ever sat for an examination?
3. Which colour do you like best?
4. Have you ever had a private teacher?
5. Are you particular about your food?
6. What was the last English book that you have read?
7. Which is your favourite sport?
8. What time is it by your watch?
9. Must women shave?
10. Who make up?
11. What must you say if you want to leave a room?
12. On what side of the road does traffic go in England?
13. Which is the smallest South American republic?
14. What would you do if you had a thousand dollars?
15. Which are the winter months in your country?
16. Do you think that English is harder than Spanish?
17. Who is your favourite hero?
18. What must you do if you are hungry?
19. How many languages can you speak?
20. Do you like painting?

D) *Complete the following sentences with the correct preposition or adverb:*

1. He asked his brother ... some money.
2. John got ... six o'clock this morning.
3. Mary gave a book ... Peter.
4. Ann reads the newspaper ... the garden every day.
5. Tom put ... his coat before going ... sleep.
6. These animals feed ... grass.
7. Nan wrote a letter ... her mother.
8. Jim could not get ... the cake.
9. Tom is growing ... fast.
10. Bill is growing ... his clothes.
11. Jack went ... the room.
12. Lucy saw the shop and went ...

E) *Make questions for the following answers:*

1. I would buy a car if I had 10,000 dollars.
2. I'm sorry I haven't a watch.
3. No, my watch is fast.
4. It is eleven o'clock.
5. She was wearing a blue dress.
6. She is very well, thank you.
7. Yes, I enjoyed the film.
8. No, thank you, I don't smoke.
9. Yes, I met him last night.
10. I always shave in the morning.

## LESSON THIRTEEN

### *The Conquest of Granada (I)*



Washington Irving was born in New York 1783 and died in 1859. He travelled extensively and soon became famous because of his writings, among which "The Tales from the Alhambra" has become a masterpiece. He wrote a history of the Conquest of Granada from which this extract is taken.

"It was in the year of our Lord one thousand four hundred and eighty-one and but a night or two after the festival of the most blessed Nativity, that Muley Aben Hassan made his famous attack upon Zahara. The inhabitants of the place were sunk in profound sleep; the very sentinel had deserted his post, and sought shelter from a tempest, which had raged for three nights in succession; for it appeared but little probable, than an enemy would be abroad during such an uproar of the elements. But evil spirits work best during a storm, observes the worthy Antonio Agapida; and Muley Aben Hassan found such a season most suitable for his diabolical purposes. In the midst of the night, an uproar arose within the walls of

Zahara, more awful than the raging of the storm. A fearful alarm cry, "The Moor! the Moor!" resounded through the streets, mingled with the clash of arms, the shriek of anguish, and the shout of victory. Muley Aben Hassan, at the head of a powerful force, had hurried from Granada, and passed unobserved through the mountains in the obscurity of the tempest. When the storm pelted the sentinel from his post, and howled round tower and battlement, the Moors had planted their scaling ladders and mounted securely into both town and castle. The garrison was unsuspecting of danger until battle and massacre burst forth within its very walls. It seemed to the affrighted inhabitants, as if the fiends of the air had come upon the wings of the wind, and possessed themselves of tower and turret. The war cry resounded on every side, shout answering shout, above, below, on the battlements of the castle, in the streets of the town; the foe was in all parts, wrapped in obscurity but acting in concert by the aid of preconcerted signals. Starting from sleep, the soldiers were intercepted, and cut down, as they rushed from their quarters, or, if they escaped, they knew not where to assemble or where to strike. Wherever lights appeared, the flashing cimeter was at its deadly work, and all who attempted resistance fell beneath its edge.

In a little while, the struggle was at an end. Those who were not slain took refuge in the secret places of their houses, or gave themselves up as captives. The clash of arms ceased, and the storm continued its howling, mingled with the occasional shout of the Moorish soldiery, roaming in search of plunder. While the inhabitants were trembling for their fate, a trumpet resounded through the streets, summoning them all to assemble, unarmed, in the public square. Here they were surrounded by soldiery, and strictly guarded until daybreak. When the day dawned, it was piteous to behold this once prosperous community, which had lain down to rest in peaceful security, now crowded together without distinction of age, or rank, or sex, and almost without raiment, during the severity of a wintry storm. The fierce Muley Aben Hassan turned a deaf ear to all their prayers and remonstrances, and ordered them to be conducted captives to Granada. Leaving a strong garrison in both town and castle, with orders to put them in a complete state of defence, he returned, flushed with victory, to his capital, entering it at the head of his troops, laden with spoil, and bearing in triumph the banners and pennons taken at Zahara.

While preparations were making for jousts and other festivities in honour of this victory over the Christians, the captives of Zahara arrived; a wretched train of men, women, and children, worn out with fatigue, and haggard with despair, and driven like cattle into the city gates by a detachment of Moorish soldiery.

Deep were the grief and indignations of the people of Granada at this cruel scene. Old men, who had experienced the calamities of warfare, anticipated com-

ing troubles. Mothers clasped their infants to their breasts, as they beheld the hapless females of Zahara, with their children expiring in their arms. On every side the accents of pity for the sufferers were mingled with execrations of the barbarity of the king. The preparations for festivity were neglected, and the viands, which were to have feasted the conquerors, were distributed among the captives.

*"The Expedition against Zahara"*

*Answer the following questions on the Reading Passage:*

1. Where and when was Washington Irving born?
2. When did Muley Aben Hassan make his famous attack upon Zahara?
3. What kind of weather was it?
4. What had the sentinel done?
5. What was more awful than the raging of the storm?
6. Where had Muley Aben Hassan come from?
7. Why had he passed through the mountains unobserved?
8. How had the Moors entered town and castle?
9. What did it seem to the affrighted inhabitants?
10. Where did the war cry come from?
11. How did the Moors act in concert?
12. What happened to those who attempted resistance?
13. Was the struggle long?
14. What happened to those not slain?
15. What did the Moorish soldiery do after the battle?
16. What summoned the unarmed inhabitants to the public square?
17. What aspect did they have the following morning?
18. What did Muley Aben Hassan order should be done to the inhabitants?
19. Where were the captives taken to?
20. How were the captives driven into Granada?

### NEW WORDS

<i>masterpiece</i>	[ˈmaːstəpiːs]	<i>clash</i>	[klaʃ]
<i>shelter</i>	[ˈʃeltə(r)]	<i>shriek</i>	[ˈʃriːk]
<i>to rage</i>	[reɪdʒ]	<i>anguish</i>	[ˈæŋɡwɪʃ]
<i>uproar</i>	[ˈʌproː(r)]	<i>to pelt</i>	[pelt]
<i>diabolical</i>	[daɪəˈbɒlɪkəl]	<i>to howl</i>	[haul]
<i>mingled</i>	[ˈmɪŋɡld]	<i>battlement</i>	[ˈbatlmənt]

<i>garrison</i>	[ˈgærɪsn]	<i>laden</i>	[ˈleɪdn]
<i>unsuspicious</i>	[ˈʌnsəsˈpiʃəs]	<i>spoil</i>	[spoɪl]
<i>affrighted</i>	[əˈfraɪtɪd]	<i>banner</i>	[ˈbænə(r)]
<i>fiend</i>	[fiːnd]	<i>pennon</i>	[ˈpenən]
<i>turret</i>	[ˈtʌrɪt]	<i>joust</i>	[dʒuːst]
<i>foe</i>	[fəʊ]	<i>wretched</i>	[ˈretʃɪd]
<i>flashing</i>	[ˈflaʃɪŋ]	<i>haggard</i>	[ˈhagəd]
<i>ciméter</i>	[ˈsɪmɪtə(r)]	<i>despair</i>	[dɪsˈpeɪə(r)]
<i>deadly</i>	[ˈdedli]	<i>detachment</i>	[dɪˈtætʃmənt]
<i>captive</i>	[ˈkaptɪv]	<i>warfare</i>	[ˈwɔːfɛə(r)]
<i>to roam</i>	[rəʊm]	<i>to clasp</i>	[klaːsp]
<i>soldiery</i>	[ˈsəʊldʒəri]	<i>hapless</i>	[ˈhəplɪs]
<i>daybreak</i>	[ˈdeɪbreɪk]	<i>execration</i>	[eksɪˈkreɪʃən]
<i>piteous</i>	[ˈpɪtiəs]	<i>viands</i>	[ˈvaɪəndz]
<i>raiment</i>	[ˈreɪmənt]	<i>bricklayer</i>	[ˈbrɪkleɪə(r)]
<i>wintry</i>	[ˈwɪntri]	<i>boss</i>	[bos]
<i>remonstrance</i>	[rɪˈmɒnstrəns]		

## GRAMMATICAL EXPLANATIONS

*Versión del subjuntivo español.*—Puede decirse que el subjuntivo inglés es muy poco usado y tiende a desaparecer por completo.

La forma del verbo inglés en subjuntivo es la misma que en indicativo, con la única diferencia de que pierde la *s* en la tercera persona del singular. En el pasado del verbo *to be* todas las personas son *were*. La forma *be* usada en subjuntivo no se encuentra actualmente sino en oraciones finales, en el imperativo o precedida de *to* formando el infinitivo.

Son los defectivos *should*, *would*, *may*, *might* (estos dos últimos en oraciones finales) los que nos dan la forma y la idea del subjuntivo en inglés.

El subjuntivo español se traduce de distintas formas al inglés, pero siempre predominan *el indicativo*, *el infinitivo* y, a veces, *el gerundio*.

He aquí algunas reglas:

- 1) En oraciones compuestas subordinadas adverbiales, cuando la oración principal está en futuro y la subordinada comienza por los adverbios: *when*, *where*, etc., el subjuntivo español se traduce por el *presente de indicativo* inglés.



NOTA.—La correlación de tiempos en esta clase de oraciones es fácil establecerla. En 1), el verbo en la subordinada condicional está en *Simple Present*, y en *Simple Future* en la oración principal. En 2), el verbo en la oración subordinada está en *Simple Past*, y en la principal está en *Conditional Simple*. En 3), el verbo en la oración subordinada está en *Past Perfect*, y en la principal está en *Conditional Perfect*.

### A Joke

A bricklayer who was working on top of a tall building accidentally dropped a brick on the head of his helper below.

"You'd better be careful up there, boss", said the helper. "You just made me bite my tongue!"

### EXERCISES

A) *Write the following sentences in Reported Speech:*

- |   |   |
|---|---|
| 1. He asked Ann, "Do you like sugarless tea?".              | 6. Margaret said, "I know a girl who can speak five languages". |
| 2. He said, "I could translate it finally".                 | 7. Mr. Green said to us, "Come in and have lunch with me".      |
| 3. Harold said to me, "How much did you pay for your car?". | 8. Alan said to his teacher, "Shall we do our homework now?".   |
| 4. Mr. Brown said to Peter, "Did you go to see my sister?". | 9. Harold said to Ruth, "When did you start learning English?". |
| 5. He said, "My father is an engineer".                     | 10. He asked me, "Will you marry her?".                         |

B) *Put the verb in brackets into the correct tense:*

- |  |  |
|--|--|
| 1. When she (live) in the country, she will enjoy a quiet life.  | 3. He wrote a verse while he (wait) for Helen. |
| 2. She has had no news from Peter since he (leave) Buenos Aires. | 4. Directly Peter saw me, he (know) me.        |



5. We hoped they would come to see us while they (stay) in the city.
6. Peter (study) English. He (try) to learn the language.
7. He (live) in Spain but now he (live) in Santiago.
8. Mary (write) a letter; do not disturb her.
9. Yes, everybody (like) fine weather.
10. Tom (read) "The Times" every day.

C) *Put in the missing prepositions:*

1. Where do you put ... your clothes?
2. She told the children to put ... the Christmas cards.
3. Mr. Ley puts ... thirty dollars a month.
4. The firemen put ... the fire.
5. I go ... her house twice a day.
6. Is the lift going ... or coming ...?
7. He is going ... Europe ... the spring.
8. I came ... a friend in the street.
9. Harry took ... his hat before going ... the church.
10. Mr. Brown turned ... he light because it was getting dark.
11. The teacher went ... the examination papers.
12. The light went ... suddenly.

D) *Complete with one of the following conjunctions: as, if, unless, but, though, whether, since, so that.*

1. I gave up my plan, ..... nobody wanted to support me.
2. — we started out in the darkness, we could not shoot the third bear, — we had forgotten the cartridges.
3. The forest was very thick, and — we heard the birds singing, we could not see them.
4. — you don't want to buy anything, why do we go on visiting shops?
5. He has studied with me — we were twelve years old.
6. You will never succeed — you work harder.
7. Henry is less intelligent than his brother, — he gets better marks at school.
8. He must be tired — he has worked so hard.
9. I wonder — he is an honest man at all.
10. It is a long time — I saw her.

E) *Supply questions to the following answers. Begin your questions with "when", "what", "where" or "which":*

- |  |   |
|--|---|
| 1. We prefer a coke.                   | 7. The train leaves quite early in the morning.         |
| 2. Mr. Ley lives in a nice house.      | 8. The first film was more interesting than the second. |
| 3. Mary was born eighteen years ago.   | 9. He wants to be an engine driver when he grows up.    |
| 4. Mr. Ley was born in London.         | 10. Joan generally goes to the movies on Sundays.       |
| 5. Maria Teresa is a very good typist. |   |
| 6. I'd rather go by car.               |   |

### PRONUNCIATION EXERCISE

Acentuación de palabras compuestas (II).

*Modelo núm. 1:* En las siguientes combinaciones, el acento recae sobre la primera palabra:

a) SUBSTANTIVO + ADJETIVO

*'airtight, 'bombproof, 'colour blind, 'waterproof, 'fireproof, 'homesick, 'lady like, 'threadbare, 'seasick.*

b) SUBSTANTIVO + SUBSTANTIVO + ER

*'cabinet maker, 'diamond cutter, 'bus-driver, 'fortune hunter, 'gold digger, 'housekeeper, 'pain killer, 'proof reader, 'school teacher, 'tale-teller.*

c) SUBSTANTIVO + 'S + SUBSTANTIVO

*'bird's eye, 'bull's eye, 'bird's nest, 'doll's house, 'heart's blood.*

d) SUBSTANTIVO + ING

*co'mmittee meeting, 'fox hunting, 'sight-seeing, 'wood carving.*

e) ING + SUBSTANTIVO

*'sewing-machine, 'fishing-boat, 'bathing costume, 'blotting paper, 'boarding house, 'flying officer, 'carving knife, 'lending library, 'mowing-machine, 'reading-lamp, 'sitting-room, 'rocking chair, 'steering wheel, 'wedding ring, 'writing desk.*

## LESSON FOURTEEN

### *"Treasure Island"*

The excitement of the task had made me watch Hands less carefully. I was so much interested waiting for the ship to touch land, that I quite forgot the danger that hung over me. I was leaning over the side looking at the water. I might have fallen without a struggle for my life, had not a sudden fear seized upon me, and made me turn my head. Perhaps I had heard a sound, or seen his shadow moving with the tail of my eye; but sure enough, when I looked round there was Hands already half-way towards me, with the knife in his right hand.

We both must have cried out aloud when our eyes met; but, while mine was the cry of terror, his was the roar of anger like a charging beast's. At the same instant he threw himself at me. I leapt sideways, and he fell downward.

Before he could recover, I was safe out of the corner where he had me trapped, with all the ship to run about in. He had already turned and was coming directly after me. I stopped, drew a pistol from my pocket and took a cool aim; but the powder was wet and the pistol did not fire. I cursed myself for my carelessness. Why had not I, long before, loaded it again?

Wounded as he was, it was wonderful how fast he could move. I had no time to try my other pistol, nor indeed, much desire, for I was sure it would be useless. One thing I saw plainly: I must not simply retire before him or he would speedily trap me again at the other end of the ship. Once so caught, and nine or ten inches of the bloody knife would be my last experience on this side of the grave.

I paused. Seeing that I meant to turn and run past him, he also paused. As I moved one way, he moved also. It was such a game as I had often played upon the rocks at home, but never before with such a wildly beating heart as now. Still, as I say, it was a boy's game and I thought I could hold my own at it, against an old seaman with a wounded leg. Indeed my courage rose so high that

I allowed myself a few thoughts on what would be the end of the business, and while I saw certainly that I could make the game continue as long as I liked, I saw no hope of any escape in the end.

Well, while things stood thus, suddenly the *Hispaniola* struck the sand, and then, swift as a blow, went over on to one side.

We were both of us thrown over, and both of us rolled almost together, to the side; the dead Red-cap, with his arms still spread out, came slipping after us. So near were we, indeed, that my head came against Hands' foot with a crack that shook my teeth. In spite of the blow, I was the first on foot again; for Hands had got mixed up with the dead body. The sudden leaning over of the ship had made it no place for running on; I had to find some new way of escape, and that upon the instant, for my foe was almost touching me. Quick as thought, I leapt and began to climb up hand over hand among the sails.

I had been saved by my quickness; the knife had struck not half a foot below me, as I fled upward; and there stood Israel Hands with his mouth open and his face upturned to mine, a perfect figure of anger and surprise.

Now that I had a moment to myself, I lost no time in loading both my pistols again with dry powder.

This action came as a masty shock to Hands. He saw the game going against him. After considering the matter for a minute or two, he began to climb up slowly and painfully after me, holding the knife in his teeth. It cost him no end of time and moans to drag his wounded leg behind him; and I had quietly finished my arrangements before he was much more than a third of the way up. Then, with a pistol in either hand, I addressed him.

"One more step, Mr. Hands", said I, "and I'll fire! Dead men don't bite, you know", I added, with a smile.

He stopped instantly. I could see by the working of his face that he was trying to think. At last he spoke. In order to speak he had to take the knife from his mouth, but, in all else, he remained unmoved.

"Jim", said he, "I guess we've got to make terms of peace. I would have had you but for that roll of the ship. But I'm unfortunate, I am. I suppose I'll have to pull down my flag, which comes hard, you see, for an old seaman to a ship's boy like you, Jim."

I was drinking in his words and smiling away, as pleased with myself as a monkey on a roof-top, when, all in a breath, back went his right hand over his shoulder. Sometimes sang like an arrow through the air: I felt a blow and then a sharp pain and there I was pinned by the shoulder. In the terrible pain and surprise of the moment — I scarce can say it was by my own will, and I am sure it was without taking any aim — both my pistols went off, and both escaped out of my hands. They did not fall alone; with a low cry, Hands loosed his hold, and fell, head-first into the water.

*Adapted from "Treasure Island", by R. L. Stevenson*

*Answer the following questions on the Reading Passage:*

1. What was Jim so much interested in?
2. What did they both do when their eyes met?
3. Why didn't the pistol fire?
4. Why hadn't Jim loaded it before?
5. Who was wounded?
6. Where had Jim played that kind of a game before?
7. What happened suddenly?
8. What happened to both Jim and Hands?
9. Who was up first?
10. Why couldn't Jim run about now?
11. What did he begin to do?
12. What saved him from Hand's knife?
13. What did Jim do as soon as he had a moment?
14. How did Hands climb up among the sails?
15. Why did Hands fall into the water?

### NEW WORDS

<i>excitement</i>	[ik'saitmənt]	<i>speedily</i>	['spi:dili]
<i>half-way</i>	['ha:f'wei]	<i>to pause</i>	[po:z]
<i>terror</i>	['terə(r)]	<i>wildly</i>	['waildli]
<i>roar</i>	[ro:(r)]	<i>quickness</i>	['kwiknis]
<i>to leap</i>	[li:p]	<i>upturned</i>	['ʌp'tə:nd]
<i>downward</i>	['daunwəd]	<i>painfully</i>	['peɪnfuli]
<i>to curse</i>	[kə:s]	<i>moan</i>	[məʊn]
<i>carelessness</i>	['keəlisnis]	<i>to drag</i>	[drag]
<i>desire</i>	[di'zaɪə(r)]	<i>pinned</i>	[pɪnd]
<i>plainly</i>	['pleɪnli]	<i>scarce</i>	[skeəs]

## GRAMMATICAL EXPLANATIONS

*Versión del subjuntivo español* (continuación):

- 4) Con los verbos *hope*, *fear*, el presente de subjuntivo español se traduce por el *Simple Present* o futuro inglés, y el pasado de subjuntivo por el condicional. Se trata en este caso de oraciones compuestas subordinadas substantivas, en las que *hope* y *fear* son el verbo de la oración principal.

I hope he  $\left\{ \begin{array}{l} \textit{will come back soon} \\ \textit{comes back soon} \end{array} \right\} = \text{Yo espero que él } \textit{regrese pronto}.$

He fears we *shall not be able* to get it = El teme que no *podamos* conseguirlo.  
 I hoped he *would come back soon* = Yo esperaba que él *regresara* pronto.  
 He feared we *should not be able* to get it = El temía que no *pudiéramos* conseguirlo.

- 5) En oraciones impersonales de subjuntivo formadas por el verbo *ser* más algún adjetivo, adverbio o participio, el subjuntivo español puede traducirse de dos maneras.

Es mejor que él lo *compre* mañana  $\left\{ \begin{array}{l} \textit{It is better for him to buy it tomorrow.} \\ \textit{It is better that he should buy it tomorrow.} \end{array} \right.$

Sería necesario que lo *escribieras* ahora  $\left\{ \begin{array}{l} \textit{It would be necessary for you to write it now.} \\ \textit{It would be necessary that you should write it now.} \end{array} \right.$

- 6) Cuanto se trata de oraciones finales de deseo, propósito, posibilidad o probabilidad, se usan los defectivos *may*, *might*, precedidos de *that*, *so that*, *in order to*, *as to*; aunque es menos formal, y a veces mejor, prescindir de las perífrasis y poner el verbo *en infinitivo* con "to".

Le doy el libro para que  $\left\{ \begin{array}{l} \textit{I give him the book that he may read it.} \\ \textit{I give him the book to read.} \end{array} \right.$   
 lo *lea*

Ella abrió la ventana para  $\left\{ \begin{array}{l} \textit{She opened the window so that I might look out.} \\ \textit{She opened the window for me to look out.} \end{array} \right.$   
 que *mirara*

NOTA.—*Lest* es también una conjunción final con el significado de: *for fear of* = no sea que, por temor de que.—Está completamente en desuso:

I made Margaret a present *lest* she forget me.

*Lest* implica que actuando de cierta manera se puede evitar una consecuencia no deseada:

"Yes, ...and hold me *lest I fall*".—(Totalmente anticuado.)

## EXERCISES

A) *Put the verb in brackets into the correct tense:*

- |   |   |
|---|---|
| 1. If he drank that, he (get) drunk.                    | 7. She (get) everything ready for tonight.              |
| 2. You must knock at the door before you (open) it.     | 8. I don't know what he (think) about it.               |
| 3. He does not mind (help) my brother.                  | 9. If he (work) harder he will be more prosperous.      |
| 4. If it had rained, the ground (be) wet.               | 10. Supposing you (be) very rich, what would you do?    |
| 5. Tell Peter he must come as soon as he (do) his work. | 11. We will not start until he (come).                  |
| 6. Henry should be here by now, if he (come) direct.    | 12. He (make) progress since he began to learn Spanish. |

B) *Supply questions to the following answers:*

- |  |   |
|--|---|
| 1. No, I didn't like that film.                          | 7. They haven't come since last month.            |
| 2. He came last night.                                   | 8. If I had a thousand dollars I would buy a car. |
| 3. I'm writing a letter to my family.                    | 9. I have studied English for four years.         |
| 4. I haven't seen him for ten years.                     | 10. Yes, I also speak French.                     |
| 5. He said to me, "Come and see me as soon as possible". |   |
| 6. She told me to open the door for her.                 |   |

C) *Put in one of the anomalous finites either in the affirmative or the negative. There are several alternatives:*

- |  |  |
|--|--|
| 1. If he goes to prison he ... not do what he likes.   | 6. He ... work hard if he is rich.                     |
| 2. He ... speak English a year ago.                    | 7. I ... swim in that river because of the crocodiles. |
| 3. Mr. Ley ... go to England next year.                | 8. You ... to sleep more than 6 hours a day.           |
| 4. He ... go every year if had money.                  | 9. He is very rich. He ... not beg.                    |
| 5. You ... speak clearly if you want to be understood. | 10. I ... do it if I could.                            |

D) *Change the following sentences into indirect speech; using the verb in brackets:*

1. My grandmother said to the clerk, "Is the parcel ready?" (ask).
2. Dr. Brown says, "Are John and Else coming?" (want to know).
3. These workers said, "Is there a trade Union?" (want to find out).
4. We say "Are the Carters coming at six o'clock?" (ask).
5. They said, "Can you weigh the sack of potatoes?" (try to find out).
6. He says, "Can they see the river from the road?" (want to know).
7. You said, "Did the brown man go to heaven?" (wonder).
8. They said, "Has the train gone to Scotland?" (wonder).
9. We said, "Will it rain today?" (ask).
10. She says, "Did the cabinet ministers come yesterday?" (want to know).

E) *Translate into English:*

- |  |  |
|--|--|
| 1. Es mejor que me lo des cuanto antes.      | 6. Estaba ordenando la habitación.           |
| 2. Sería preciso que lo hicieras hoy.        | 7. Levanta la mano si quieres hablar.        |
| 3. Te compré este libro para que lo leyeras. | 8. ¿Le dio (ella a él) una buena reprimenda? |
| 4. Temo que no podáis hacerlo.               | 9. Me gusaría saber con qué sueña.           |
| 5. Bajó las escaleras corriendo.             | 10. ¿Qué tiempo hace que vives en Caracas?   |



## LESSON FIFTEEN

### *How Animals Digest Food (II)*

When we were talking about the food human beings eat, in the previous lesson, we found the food varied in different countries. But what about the food of animals? Just think of some of the animals you know, and picture in your mind the food they eat. Your dog likes a nice bone, a thrush is fond of a fat juicy worm, a caterpillar will, I am sure, feel quite hungry at the sight of a fresh green leaf, while the lion roars out for a large deer. It is quite obvious that a mouth made for eating worms and caterpillars will not be suitable for tearing the flesh off a large animal like a deer. Again, food-getting for an animal which has to chase after its food will be a different business from food-getting for an animal which feeds on leaves.

If I were to ask you to name some flesh-eating animals, I expect you would at once think of the lion, tiger and dog. There are many other animals, of course, which feed on flesh and have to go in search of their food. They must be clever at stalking their prey so that they can creep up to it closely. They will have to be strong and armed with powerful claws to strike at their prey and to hold it once they have killed it. Next time you visit a zoo or a museum observe the strong paws and the terrible claws of a lion. When these animals have captured their prey, they begin to tear the flesh off the bones, and for this they have special teeth. It would be rather difficult to examine a lion's teeth, but you can examine a dog's teeth which are built on the same plan. At the front of the dog's mouth there are some very sharp teeth for biting. Then on each side of each jaw there is a very sharp-pointed tooth which looks like a fang. These four fangs are for fighting and for tearing flesh off bones. In a lion and a tiger these fangs, or canine teeth as we call them, are very big. At the back of the mouth are the molars for cutting and grinding the food into small pieces. One of these molars in each side of each jaw is specially large and is used for breaking bones.

Flesh-eating birds, like the eagles, hawks and owls, have special devices for capturing their food. They have keen sight which enables them to pounce accurately and swiftly on their victim. The beaks of these birds are hook-shaped, po-

werful and short for catching their food. Their toes are armed with strong claws or talons and have powerful muscles, enabling them to seize their prey and hold it.

All of you will know something about those fearsome creatures of the sea, the octopus and cuttle-fish. The octopus feeds on fish, crabs, lobsters and other marine animals. It may stalk its prey or it may lie in wait amongst rocks, pouncing out upon any fish or crab which may be passing by. The suckers of the twisting tentacles suck on to and hold the victim, which is then drawn up to the mouth lying in the midst of the tentacles. The octopus then bites the unfortunate animal with its sharp, curved beak-like jaws and sends digestive juices out into the victim. As the flesh is digested the octopus sucks it into its mouth. In the cuttle-fish two of the tentacles are very long. These it usually keeps coiled up, but shoots them out to catch food. Shorter tentacles hold the food close to the mouth to be digested.

An interesting group of mammals is the whales. Some whales have teeth and are able to catch quite large marine animals. Other kinds of whales, including some of the large varieties, have no teeth. In place of teeth these whales have curtains of a horny material hanging down around the mouth. Living in certain areas of the oceans are very tiny shrimp-like animals, usually found in enormous numbers together on the surface of the water. These tiny creatures form the food of the huge whale! The whale takes into its mouth several gallons of water, then squirts it out again through the curtains of the whale-bone. These curtains act as a sieve or strainer and millions of the tiny animals are caught in the fringes of the curtains. The whale then licks them off with its tongue. It is strange to think that such a large animal as the whale, which may be as much as sixty feet in length and one hundred tons in weight, should feed on creatures about a quarter of an inch in length.

In talking about carnivorous animals it is easy to see that different kinds of foods require different methods of food-getting. This is true for herbivorous animals also. Some feed on small plants which are scattered over a surface, and these are called grazing animals. Such animals are the rabbit, cow, sheep and pond snail. Others are browsing animals, feeding on fairly large portions of a tree or shrub. The giraffe, elephant, deer and caterpillar are browsers. Sometimes these browsing animals have special adaptations for getting their food. The long neck of the giraffe enables it to feed on the young shoots at the top of small trees.

Plant-eating animals have a different arrangement of teeth from flesh-eating animals. Usually they have some sharp front teeth, then a gap followed by the grinding teeth. They have no tearing teeth like those of a dog or a lion, since

they are unnecessary. This can be seen quite clearly, as we have already noticed, when a rabbit's teeth are examined.

Other herbivores feed on seeds and nuts. Sparrows, finches and other seed-eating birds generally have short, straight beaks for picking up and crushing seeds. The nuthatch, which is quite a common bird in England, feeds not only on insects but on nuts. The nut, or perhaps some seed with a hard skin, is wedged in a crack in the bark of a tree, and with its beak the nuthatch hammers away until the shell or hard skin is broken open. The squirrel, as all of you will know, feeds on nuts. Holding the nut in the claws on its feet it gnaws away with its sharp teeth until it has broken through the nutshell. The squirrel collects and stores nuts in autumn ready for the winter. Often during the winter sleep it awakens up and feeds on some of the stored nuts.

Have you ever seen leaves with white stripes running across them? Next time you see one look carefully at it, and you will probably discover a grub or caterpillar which seems to be buried inside the leaf. This is the larva of a leaf-miner moth, and feeds on the soft parts of the leaf between the upper and lower skins. Leaves of growing celery are very often attacked in this way. The larvae of certain beetles bore holes into the bark and wood of trees, eating their way through the wood. We can think of them as mining for their food. One of these, the larva of the death-watch beetle, does a great deal of damage to the roofs of old timbered buildings. Another causes damage by boring and feeding on the wood of furniture.

Other herbivorous animals make use of plant juices for food. Butterflies have a long sucking tube or proboscis for feeding on the nectar which the flowers provide. Other insects steal plant juices and very often damage the plant. One group of insects which does this includes the greenfly found on roses and the blackfly found on bean plants. These insects feed by piercing the stems of plants with sharp needle-like mouth-parts and then sucking up the juices from the pierced stems.

We have learned in this chapter that the food of animals varies a great deal. We have also seen that the ways in which animals capture their food and digest it are just as strange and varied. Yet they all want it for the same reasons—to provide energy, and for body-building, and they all digest their food by means of digestive foods containing enzymes.

F. TYRER, *The Energy of Life*.

*Answer the following questions on the Reading Passage:*

1. Do carnivorous animals all like the same food?
2. Do dogs eat caterpillars?
3. What kind of an animal does a tiger like to eat?
4. Are there any large carnivorous animals in your country?
5. What must large carnivorous animals be clever at?
6. What kind of paws must they have?
7. What kind of front teeth has a dog?
8. What are the molars used for?
9. Are eagles short-sighted?
10. What does an octopus feed on?
11. How many tentacles has an octopus?
12. Which is the largest mammal in the world?
13. What kind of food does a whale eat?
14. What kind of an animal is a cow?
15. What do sparrows feed on?
16. Why is a giraffe so tall?
17. How does a squirrel crack a nut?
18. When does a squirrel store nuts?
19. What does a death-watch beetle do?
20. How does a butterfly feed?

## NEW WORDS

<i>to picture</i>	[ˈpɪktʃə(r)]	<i>hawk</i>	[ho:k]
<i>thrust</i>	[θrʌst]	<i>owl</i>	[aul]
<i>juicy</i>	[ˈdʒu:si]	<i>device</i>	[diˈvaɪs]
<i>to roar</i>	[ro:(r)]	<i>to pounce</i>	[paʊns]
<i>to chase</i>	[tʃeɪs]	<i>accurately</i>	[ˈækjʊrɪtli]
<i>to stalk</i>	[sto:k]	<i>victim</i>	[ˈvɪktɪm]
<i>prey</i>	[preɪ]	<i>fearsome</i>	[ˈfiəsəm]
<i>claw</i>	[klo:]	<i>talon</i>	[ˈtælən]
<i>zoo</i>	[zu:]	<i>octopus</i>	[ˈɒktəpəs]
<i>to capture</i>	[ˈkæptʃə(r)]	<i>cuttle-fish</i>	[ˈkʌtlfiʃ]
<i>fang</i>	[fæŋ]	<i>crab</i>	[kræb]
<i>canine</i>	[ˈkeɪnɪn]	<i>lobster</i>	[ˈlɒbstə(r)]
<i>molar</i>	[ˈməʊlə(r)]	<i>sucker</i>	[ˈsʌkə(r)]
<i>eagle</i>	[ˈi:gl]	<i>twisting</i>	[ˈtwɪstɪŋ]

<i>tentacle</i>	[ˈtɛntəkl]	<i>finch</i>	[fɪntʃ]
<i>to suck</i>	[sʌk]	<i>nuthatch</i>	[ˈnʌθætʃ]
<i>to coil up</i>	[ˈkɔɪl ˈʌp]	<i>to wedge</i>	[wedʒ]
<i>mammal</i>	[ˈmæməl]	<i>bark</i>	[bɑ:k]
<i>whale</i>	[weɪl]	<i>squirrel</i>	[ˈskwɪrəl]
<i>horny</i>	[ˈhɔ:ni]	<i>to gnaw</i>	[no:]
<i>to squirt</i>	[skwə:t]	<i>grub</i>	[grʌb]
<i>whale-bone</i>	[ˈweɪlbəʊn]	<i>leaf-miner mob</i>	[ˈli:fˈmaɪnə ˈmɒb]
<i>sieve</i>	[sɪv]	<i>celery</i>	[ˈseləri]
<i>strainer</i>	[ˈstreɪnə(r)]	<i>beetle</i>	[ˈbi:tl]
<i>fringe</i>	[frɪndʒ]	<i>death-watch</i>	
<i>to lick</i>	[lɪk]	<i>beetle</i>	[ˈdeθwɒtʃ ˈbi:tl]
<i>to graze</i>	[greɪz]	<i>timbered</i>	[ˈtɪmbəd]
<i>snail</i>	[sneɪl]	<i>to bore</i>	[bo:(r)]
<i>to browse</i>	[braʊz]	<i>proboscis</i>	[prəˈbɒsɪs]
<i>shrub</i>	[ʃrʌb]	<i>greenfly</i>	[ˈɡri:nflaɪ]
<i>giraffe</i>	[dʒɪˈra:f]	<i>blackfly</i>	[ˈblækflaɪ]
<i>browser</i>	[ˈbraʊzə(r)]	<i>bootlace</i>	[ˈbu:tleɪs]

## GRAMMATICAL EXPLANATIONS

*Versión del subjuntivo español (continuación):*

- 7) Detrás de los verbos que indican orden, mandato, deseo, permiso, volición, tales como: *tell, order, ask, command, want, wish, like*, etc., el subjuntivo español se traduce al inglés usando el infinitivo; pero el sujeto de la oración subordinada substantiva, si es un pronombre, va en caso objetivo.

Yo quiero que él <i>venga</i>	= I want <i>him to come</i> .
A ella le gustaría que yo lo <i>hiciese</i>	= She would like <i>me to do it</i> .
El quiso que su hijo <i>vijara</i> por barco	= He wanted his son <i>to travel</i> by ship.
El policía le dijo a Jaime que <i>parara</i>	= The policeman ordered James <i>to stop</i> .

- 8) Cuando el subjuntivo español está formado por alguno de los siguientes verbos: *excuse, risk, avoid, deny, delay, postpone, hinder*, el sujeto de la cración subordinada es un gerundio precedido por un adjetivo posesivo o un sustantivo en la forma del genitivo anglosajón.

Perdone que haya escrito en su libro = Excuse *my writing* on your book.  
 El negó que hubiese roto el vaso = He denied *his having* broken the glass.  
 Ella impidió que Enrique se hiciera rico = She hindered *Henry's becoming* rich.

- 9) También las expresiones que traducen o equivalen a "ojalá" (*may I ...*, *wish I...*) sirven para traducir el subjuntivo español, pues expresan un deseo, algo que el sujeto de la oración desearía que se cumpliera, sin que radique en él este cumplimiento.

*May your shadow never grow less!* = Ojalá que el futuro te sea próspero.  
*May he give you help!* = Ojalá que él te preste ayuda.  
*I wish I could overcome every difficulty!* = Ojalá que pudiera vencer toda dificultad.  
*I wish I were in that country now!* = Ojalá que estuviese en aquel país ahora.  
*I wish it was next Saturday now!* = Ojalá que fuera el próximo sábado ahora.

- 10) Por último diremos que cuando en las oraciones condicionales con "if", el verbo que sigue a "if" es alguna de las formas de los anómalos finitos, puede suprimirse "if" e invertir el orden del sujeto y del verbo.

*Were that good, everybody would buy it* = *If that were good, everybody would buy it.*  
*Had I his talent, I should be happy.* = *If I had his talent, I should be happy.*  
*Could Mary have helped me, she would have done so.* = *If Mary could have helped me, she would have done so.*

### A Joke

A man used to give a poor old bootlace seller sixpence without taking the six-penny bootlaces. One day the man called out after him:

"Sir!..."

"That's all right, my good man, I don't want any laces."

"But, sir, they have now gone up to eightpence."

## EXERCISES

### A) *Translate these sentences into English:*

1. Si él fuera más inteligente, no lo haría.
2. El no se acordará de ti cuando triunfe.
3. Dímelo cuando tú lo sepas.
4. Si tú hubieras escrito la carta yo la habría recibido.
5. El niño no habría roto el vaso si tú no lo hubieras dejado ahí.
6. El podría ser rico si hubiera tenido más suerte.
7. Usted no se emborracharía si bebiese menos.
8. Yo temo que a él le suspendan.
9. Ellos esperan que volvamos pronto.
10. Si él instalara el negocio aquí, vendería más.
11. Le concedí el préstamo para que pudiera comprar la casa.
12. Me dio el dinero para que yo pagara todas mis deudas.
13. Nos dieron unas tijeras para que pudiéramos cortar las rosas del rosal.
14. Yo quiero que él mejore la letra.
15. Nos gustaría que ustedes se quedarán con nosotros durante un mes.

### B) *Change the following sentences into the structure without "if", placing the had, were, etc., in front of the subject:*

1. If Helen had seen Paul with some other girl, she would have told his fiancée immediately.
2. If he were as clever as his mother says, he would be a richer man.
3. If the house should fall down, you all would be killed.
4. If I had known you were in hospital, I would have visited you.
5. I should have bought it if I had had the money.
6. If she were not so narrow-minded, he could help you.
7. If this board should break, they would fall into the river.
8. If Ann had taken the medicine, she would not have become ill.
9. If you had sent the telegram, they would have come.
10. If you should win a sweepstake, please let me know.

### C) *Put in the appropriate preposition or adverb:*

1. He is getting ... very well ... his English.
2. The cat couldn't get ... the tree.
3. Mr. Ley got ... the bus ... the corner.
4. She went ... and left him.
5. The chair is ... that corner.

6. Go ... with what you are doing.
7. When you have finished switch ... the radio.
8. Here is the car. Get ...
9. He got ... the car.
10. Peter couldn't get ... his examination.
11. What came ... that idea of yours?
12. They set ... early in the morning.
13. I can't put ... that bad language.
14. The police looked ... his movements.
15. Is the film still going ...?
16. Don't go ... talking.
17. She told me ... go ... the room.
18. Let's go ... it again.
19. What time does the plane take ...?
20. I looked ... the papers to see if there was anything important.

D) *Supply questions to the following answers:*

1. No, I haven't put it in that drawer.
2. He was born in Caracas.
3. He told me to meet him at ten.
4. No, I didn't speak to him. I rang him up.
5. No, I can't speak Italian.
6. The plane took off at seven.
7. I took the train in the evening.
8. Yes, I can speak Spanish.
9. No, I can't do it now. I'll do it this afternoon.
10. Mr. Ley is giving a lecture on Monday.
11. No, I didn't like that film.

E) *Conversation: Ask and answer the following questions:*

1. How much do you think the fare to Miami is?
2. Do you need a passport to go to another country?
3. Must you get an entrance visa for the States?
4. How long is a course at a school?
5. How can you prove that you have paid for something?
6. Is it hard to enter Panama?
7. Which is cheaper, a boarding-house or a hotel?
8. Is it true that you are learning English?
9. Is this true or false: "Medellin is Colombia's biggest city?"
10. What do you generally get at a boarding-house in England?
11. Do you need much money to go as a visitor to England?
12. Do you think you could learn English better in England than in South America?



## LESSON SIXTEEN

### *The Conquest of Granada (II)*



The advance of the Christian army upon Loxa threw the wavering Boabdil el Chico into one of his usual dilemmas; and he was greatly perplexed between his oath of allegiance to the Spanish sovereigns, and his sense of duty to his subjects. His doubts were determined by the sight of the enemy, glittering upon the height of Albohacin, and by the clamours of the people to be led forth to battle. "Allah!" exclaimed he, "thou knowest my heart; thou knowest I have been true in my faith to this Christian monarch! I have offered to hold Loxa as his vassal, but he has preferred to approach it as an enemy: on his head be the infraction of our treaty!".

Boabdil was not wanting in courage; he only needed decision. When he had once made up his mind, he acted vigorously. The misfortune was, he either did not make it up at all, or he made it up too late. He who decides tardily, generally acts rashly; endeavouring to compensate, by hurry of action, for slowness of deliberation.

Boabdil hastily buckled on his armour, and sallied forth, surrounded by his guards, and the head of five hundred horse, and four thousand foot, the flower of his army. Some he detached to skirmish with the Christians, who were scattered and perplexed in the valley, and to prevent their concentrating their forces; while, with his main body, he pressed forward, to drive the enemy from the height of Albohacin, before they had time to collect there in any number, or to fortify themselves in that important position.

The worthy Count de Cabra was yet entangled, with his cavalry, among the water courses of the valley, when he heard the war cries of the Moors, and saw their army rushing over the bridge. He recognised Boabdil himself by his splendid armour, the magnificent caparison of his steed, and the brilliant guard which surrounded him. The royal host swept on towards the height. An intervening hill hid it from his sight; but loud shouts and cries, the din of drums and trumpets, and the reports of arquebuses, gave note, that the battle had begun.

Here was a royal prize in the field, and the Count de Cabra unable to share in the action! The good cavalier was in an agony of impatience. Every attempt to force his way across the valley only plunged him into new difficulties. At length, after many eager but ineffectual efforts, he was obliged to order his troops to dismount, and slowly and carefully to lead their horses back, along slippery paths, and amid plashes of mire and water, where often there was scarcely a foothold. The good count groaned in spirit, and was in a profuse sweat with mere impatience as he went, fearing the battle might be fought, and the prize won or lost, before he could reach the field. Having at length toilfully unravelled the mazes of the valley, and arrived at firmer ground, he ordered his troops to mount, and led them full gallop to the height. Part of the good count's wishes were satisfied, but the dearest were disappointed. He came in season to partake of the very hottest of the fight, but the royal prize was no longer in the field.

Boabdil had led on his men with impetuous valour, or rather with hurried rashness. Heedlessly exposing himself in the front of the battle, he received two wounds in the very first encounter. His guards rallied round him, defended him with matchless valour, and bore him bleeding out of the action. The Count de Cabra arrived just in time to see the loyal squadron **crossing** the bridge, and slowly conveying their disabled monarch towards the gate of the city.

*"The Attack on Loxa".*

*Answer the following questions on the Reading Passage:*

1. What army advanced upon Loxa?
2. What perplexed Boabdil el Chico?
3. What determined his doubts?
4. What did his people want?
5. Was Boabdil a coward?
6. What was his great defect?
7. Who did he sally forth with?
8. Why did he press forth with his main body?
9. What was the Count De Cabra doing?
10. How did he recognize Boabdil?
11. How did the Count know that the battle had begun?
12. In what state of mind was the good cavalier?
13. How did he extract his cavalry from the water courses?
14. What did he do on arriving at the former ground?
15. Which of the Count's wishes was disappointed?
16. What had he arrived in time for?
17. How had Boabdil led his men?
18. Why had he been wounded?
19. Who had defended him?
20. How was the king escorted back to the city?

## NEW WORLD

<i>wavering</i>	[ˈweɪvərɪŋ]	<i>to skirmish</i>	[ˈskəːmɪʃ]
<i>perplexed</i>	[pəˈplekst]	<i>to fortify</i>	[ˈfoːtɪfaɪ]
<i>oath</i>	[əuθ]	<i>entangled</i>	[ɪnˈtæŋɡld]
<i>allegiance</i>	[əˈliːdʒəns]	<i>cavalry</i>	[ˈkavəlri]
<i>sovereign</i>	[ˈsovrɪn]	<i>caparison</i>	[kəˈpərɪsn]
<i>to glitter</i>	[ˈɡlɪtə(r)]	<i>steed</i>	[stiːd]
<i>clamour</i>	[ˈklamə(r)]	<i>din</i>	[dɪn]
<i>vassal</i>	[ˈvasəl]	<i>arquebus</i>	[ˈaːkwɪbəs]
<i>treaty</i>	[ˈtriːti]	<i>to plunge</i>	[plʌndʒ]
<i>vigorously</i>	[ˈvɪɡərəsli]	<i>at length</i>	[ət ˈleŋθ]
<i>tardily</i>	[ˈtaːdɪli]	<i>ineffectual</i>	[ɪniˈfektʃuəl]
<i>rashly</i>	[ˈrʌʃli]	<i>slippery</i>	[ˈslɪpəri]
<i>slowness</i>	[ˈsləʊnis]	<i>plash</i>	[plʌʃ]
<i>to buckle</i>	[ˈbʌkl]	<i>mire</i>	[ˈmaɪə(r)]
<i>to detach</i>	[diˈtætʃ]	<i>foothold</i>	[ˈfʊθəʊld]

<i>to groan</i>	[grəʊn]	<i>heedlessly</i>	['hi:dlisli]
<i>toilfully</i>	['toilfʊli]	<i>encounter</i>	[in'kauntə(r)]
<i>to unravel</i>	[ʌn'rævəl]	<i>to rally</i>	['rali]
<i>maze</i>	[meiz]	<i>matchless</i>	['matʃlis]
<i>to partake</i>	['pa:'teik]	<i>to convey</i>	[kən'vei]
<i>rashness</i>	['rafnis]	<i>disabled</i>	[dis'eibld]

## GRAMMATICAL EXPLANATIONS

*La voz pasiva.*—En inglés la voz pasiva es mucho más usada que en español. Si bien todos los verbos transitivos en castellano pueden admitir la voz pasiva, lo cierto es que esos verbos casi siempre se usan en voz activa.

La voz pasiva se usa más en inglés porque existen ciertos verbos que generalmente la piden, tales como los que expresan necesidad: *want*, *need*, *request*, *require*. Otros verbos tienen frecuentemente un significado pasivo ya de por sí, como: *taste*, *feel*, *smell*, *read*, *sell*, *let* y algún otro. Empléase también para sustituir el *se* castellano de las oraciones impersonales o las llamadas 2.<sup>a</sup> de pasiva.

Su formación es sumamente fácil: se hace con el verbo *to be* más el participio pasivo del verbo principal. No obstante, su uso en inglés es un tanto complicado por los motivos apuntados y otros.

I think too much paint *has been used* for such a small area.  
The horse *was sold* for a reasonable sum.  
He *was invited* to a party *held* at Mr. Jepson's house.  
I'm sure he is going *to be deceived* by his own brother.  
If your shoes *need mending*, send them to the shoe-repairers.  
Passengers *are requested* not to cross this line.  
These shoes *are sold* everywhere.  
Valuable souvenirs *were offered* to every visitor.  
I was never hungry, fish *was sold* everywhere.  
You can apply for the post, a good knowledge of German *is needed*.  
Be careful, you *will be seen* if you enter there.  
Yes, the house *had been bought* when I got there.

NOTA.—Cuando un verbo compuesto transitivo se expresa en voz pasiva, la partícula adverbial que lo forma es inseparable.

They *gave away* their father's fortune = They *gave* their father's fortune *away*.  
*Pero siempre:* Their father's fortune *was given away*.

## EXERCISES

### A) *Change these sentences into the Passive Form:*

1. You must respect tradition.
2. They hunt lions in this place
3. They were building an economical empire.
4. Hubert brought these rabbits here.
5. We shall overcome every difficulty.
6. They are translating all the documents.
7. Did your father promise the faithful servant a reward?
8. He will teach them French and Spanish.
9. The boy is making a little wooden house.
10. Mrs. White is feeding her chickens.

### B) *Put in the missing prepositions or adverbs:*

1. You must learn ... keep order ... the students.
2. I'm looking ... my book now.
3. You must take ... your little brother.
4. The thief made ... her bag.
5. The thief shouted, "Put ... your hands".
6. There is a good program ... the television tonight.
7. The bus is coming. Put your hand ...
8. Don't think you can take me ... I don't believe you.
9. She took the dirty dishes ...
10. They put ... the party.
11. Get ... that chair!
12. There is a boy ... the street waiting ... you.
13. She took ... the letter ... shorthand.
14. Don't take any notice ... him.

### C) *Put the verb in brackets into the correct tense:*

1. The sun often not (shine) in winter but it (shine) now.
2. The postman (arrive) this morning while I (have) my breakfast.
3. I (listen) to the radio when the light (go) out.
4. If you not (hurry), you (miss) the train.
5. Last night I (go) to the cinema with my friends.
6. I'm afraid he never (pass) his examination, although he (work) very hard.

7. Tom (live) in London for two years.
8. I not (see) him since last month.
9. Mr. Ley (come) to tea tomorrow.
10. I (have) to buy some cakes before he (come).
11. I not (think) I (be) able to finish this letter by ten.
12. Tomorrow I (meet) an old friend who just (come) back from Europe.
13. I (tell) him when I (see) him.
14. He not (begin) it yet, but he (begin) it soon.
15. You (look) tired this morning. You not (sleep) well?
16. Last night when I (finish) my supper, I (go) to the movies with Matthew.
17. I not (want) a drink. I not (have) breakfast yet.
18. When he (see) the bus coming he (put) up his hand.
19. It (be) cold today. It not (be) cold last night.
20. I not (read) the newspaper for a month.
21. I (wash) my hands. They are clean now.
22. I (wash) my hands. They are dirty now.
23. He (wash) his hands in the morning.
24. Mr. Brown (turn) the light off. It is off now.
25. I (open) the window. It is closed now.

D) *Finish these sentences with the correct questions tags:*

1. You won't do it, ...?
2. Mary can speak German, ...?
3. You go to the movies quite often, ...?
4. She must go home now, ...?
5. We shan't have to buy a new car, ...?
6. Nan would like a bag, ...?
7. He doesn't like playing football, ...?
8. She came yesterday afternoon, ...?
9. Mary needn't go now, ...?
10. It is ten o'clock, ...?

E) *Conversation: Ask and answer the following questions:*

1. When can you see the moon?
2. When does the sun shine?
3. What colour is the snow?
4. How many pennies are there in a shilling?
5. Where do they make cars?
6. What do you say when you meet a friend in the morning?
7. What is half of twelve?
8. Where does a housewife work?
9. What do they do in a laundry?
10. What does a teacher do?

## LESSON SEVENTEEN

### *John Trumbull*

John Trumbull, the famous American painter who painted so many scenes of the American Revolution was born in 1756 and died in 1843. He served during the Revolutionary War and in 1780 he went to England to study under West. In 1786 he produced his first historical picture the "Battle of Bunker Hill". In 1817 he was commissioned by Congress to paint four pictures for the Rotunda of the Capitol at Washington. This episode comes from his autobiography.

At the age of nine or ten a circumstance occurred which deserves to be written on adamant. In the wars of New England with the aborigines, the Mohegan tribe of Indians early became friends of the English. Their favourite ground was on the banks of the river (now the Thames) between New London and Norwich. A small remnant of the Mohegans still exists, and they are sacredly protected in the possession and enjoyment of their favourite domain on the banks of the Thames. The government of this tribe had become hereditary in the family of the celebrated chief Uncas. During the time of my father's mercantile prosperity, he had employed several Indians of this tribe in hunting animals, whose skins were valuable for their fur. Among these hunters was one named Zachary, of the royal race, an excellent hunter, but as drunken and worthless an Indian as ever lived. When he had somewhat passed the age of fifty, several members of the royal family who stood between Zachary and the throne of his tribe died, and he found himself with only one life between him and empire. In this moment his better genius resumed its sway, and he reflected seriously, "How can such a drunken wretch as I am aspire to be the chief of this honourable race—what will my people say—and how will the shades of my noble ancestors look down indignant upon such a base successor? Can I succeed to the great Uncas? *I will drink no more!*" He solemnly resolved never again to taste any drink but water, and he kept his resolution.

I had heard this story, and did not entirely believe it; for, young as I was, I already partook in the prevailing contempt for Indians. In the beginning of May, the annual election of the principal officers of the (then) colony was held at Hartford, the capital; my father attended officially, and it was customary for the chief

of the Mohegans also to attend. Zachary had succeeded to the rule of this tribe. My father's house was situated about midway on the road between Mohegan and Hartford, and the old chief was in the habit of coming a few days before the election, and dining with his brother governor. One day the mischievous thought struck me, to try the sincerity of the old man's temperance. The family were seated at dinner, and there was excellent home-brewed beer on the table. I addressed the old chief: "Zachary, this beer is excellent; will you taste it?"

The old man dropped his knife and fork, leaned forward with a stern intensity of expression; his black eye, sparkling with indignation, was fixed on me. "John", said he, "you do not know what are you doing. You are serving the devil, boy! Do you not know that I am an Indian? I tell you that I am, and that, if I should but taste your beer, I could never stop until I got to rum, and became again the drunken, contemptible wretch your father remembers me to have been. *John, while you live, never again tempt any man to break a good resolution*".

I was thunderstruck. My parents were deeply affected; they looked at each other, at me, and at the venerable old Indian, with deep feelings of awe and respect. They afterwards frequently reminded me of the scene, and charged me never to forget it. Zachary lived to pass the age of eighty, and sacredly kept his resolution. He lies buried in the royal burial-place of his tribe, near the beautiful falls of the Yantic, the western branch of the Thames, in Norwich, on land now owned by my friend, Calvin Goddard, Esq. I visited the grave of the old chief lately, and there repeated to myself his inestimable lesson.

*Answer the following questions on the Reading Passage:*

1. What is John Trumbull famous for?
2. Have you ever seen one of his paintings?
3. Where are four of his paintings to be found?
4. In what war did the Battle of Bunker Hill take place?
5. Did John Trumbull ever write a book?
6. When did the Mohegan tribe of Indians become friendly with the settlers?
7. What kind of an Indian was Zachary?
8. How old was he when he became heir to the throne of his tribe?
9. What resolution did Zachary take?
10. Why did he take that resolution?
11. Why didn't young John Trumbull believe this story?
12. What happened at the beginning of May?
13. What was Zachary in the habit of doing?



14. What kind of a thought struck John?
15. What was the old man's reaction?
16. Who did Zachary say John was serving?
17. What would have happened to Zachary if he had tasted beer?
18. How did John's parents react?
19. Until when did Zachary keep his resolution?
20. Where does he now lie buried?

## NEW WORDS

<i>adamant</i>	[ˈadəmənt]	<i>contempt</i>	[kənˈtempt]
<i>remnant</i>	[ˈremnənt]	<i>mischievous</i>	[ˈmɪstʃɪvəs]
<i>sacredly</i>	[ˈseɪkrɪdli]	<i>temperance</i>	[ˈtempərəns]
<i>domain</i>	[dəˈmeɪn]	<i>brewed</i>	[bruːd]
<i>wretch</i>	[retʃ]	<i>stern</i>	[stɜːn]
<i>worthless</i>	[ˈwɜːθlɪs]	<i>rum</i>	[rʌm]
<i>ancestor</i>	[ˈænsɪstə(r)]	<i>contemptible</i>	[kənˈtemptəbl]
<i>base</i>	[beɪs]	<i>awe</i>	[oː]
<i>sucessor</i>	[səkˈsesə(r)]	<i>to gasp</i>	[gaːsp]
<i>prevailing</i>	[priˈveɪlɪŋ]		

## GRAMMATICAL EXPLANATIONS

*Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until".*—En el libro 4.º de esta obra se hace un estudio completo de un buen número de las preposiciones inglesas. Remitimos al alumno a dicho libro para el uso de las preposiciones *about, by, till, until, from*, en sentido amplio.

En este capítulo trataremos de *for, since, ago, to*.—También volveremos a hacerlo de las preposiciones arriba indicadas para expresar *extensión y duración* en el tiempo o espacio.

FOR = por, durante, para.

Prolijo sería enumerar todos los usos que esta preposición tiene en inglés; no obstante, enumeremos los principales:

- 1) Indicando *duración en el tiempo y espacio*.

Mr. Johnson has been working at this office *for* years.  
The desert stretched *for* miles in front of them.  
Poor Henry has been waiting *for* a month unsuccessfully.  
They kept me company *for* three kms., and then went back.  
The woman had walked *for* ten hours before I met her.

- 2) Indicando *fin, destino*.

If he lent them a large amount, it is *for* something special.  
Roger bought this bunch of roses *for* his mother.

- 3) Indicando *influencia, razón, motivo, causa*.

I'm sure that he did it *for* his brother.

- 4) Indicando *precio o importe*.

The Jepsons sold their house *for* ten thousand pounds.  
He is so stupid that he works *for* nothing.

NOTA.—*For* es también una conjunción copulativa literaria, equivalente a *pues* en español.

They walked fast, *for* it was getting dark.

### *A Joke*

A teddy boy went to the hairdresser and asked for "a haircut like Rock Hudson's".

After the hairdresser had finished, he handed his customer a mirror. The teddy boy gasped in horror:

"Heavens, what have you done to me? Haven't you ever seen Rock Hudson on the films?"

"Of course I have", answered the hairdresser. "Didn't he play the leading part in that film, 'The King and I'?"

## EXERCISES

A) *Translate the following sentences into English:*

- |   |   |
|---|---|
| 1. Perdóneme que lo haya hecho tan mal.                       | 9. Su padre no quería que Juan estudiase leyes.                   |
| 2. Ellos negaron que hubiesen robado el dinero.               | 10. El policía nos dijo que parásemos.                            |
| 3. Ella impidió que yo ayudara a su hermano.                  | 11. Ellos desearían que su hija fuese feliz.                      |
| 4. Ojalá que pudieses conseguirlo.                            | 12. Ellos me pidieron que les devolviese sus libros cuanto antes. |
| 5. Ella no quería que él se marchara.                         | 13. Ella no quiere que yo me haga médico.                         |
| 6. Los niños no hicieron ruido para que yo pudiese descansar. | 14. El hombre gritó a los caballos para que parasen.              |
| 7. Ojalá que él viviera para verlo.                           | 15. Me gustaría que él pensara de forma distinta acerca de ella.  |
| 8. Estoy seguro que él podría conseguirlo si quisiera.        |   |

B) *Change these sentences into the Passive Form:*

- |   |   |
|---|---|
| 1. Not everybody speaks five languages. | 6. The police would arrest the two men.     |
| 2. The thieves were counting the money. | 7. She knew everything about painting.      |
| 3. The giant picked him up.             | 8. They will have to hand the money.        |
| 4. You should answer his last letter.   | 9. You hear this music everywhere.          |
| 5. He had already painted the picture.  | 10. Everybody should keep the traffic laws. |

C) *Change the following sentences into Direct Speech:*

1. They asked if I found my small dog.
2. I wonder if he will go to send off the parcel.
3. We wanted to know if he bought the special paint.
4. He finds out if this parcel is worth five shillings.
5. I asked those men if they had washed the bar.
6. She wants to know if the tickets are there.

7. You find out if he will do that.
8. I wondered if they had put it in the bed.
9. They asked if the radio was good.
10. We wanted to know if the bank had been open.

D) *Put in the words "often", "never", "always" or "sometimes", where necessary:*

- |   |   |
|---|---|
| 1. He ... washes his hands and face in the morning. | 6. In Switzerland they ... have hot days in summer.     |
| 2. People ... go to the cinema.                     | 7. People ... go to bed at night.                       |
| 3. The moon ... shines during the day.              | 8. They ... have eggs and bacon for breakfast in Spain. |
| 4. It ... rains in Madrid.                          | 9. I ... drink whisky for breakfast.                    |
| 5. Summer in Africa is ... hot.                     | 10. In England they ... have hot days in winter.        |

E) *Put in the missing prepositions or adverbs:*

- |  |   |
|--|---|
| 1. She held ... the life belt.             | 8. Does your brother take ... your father?            |
| 2. The rioters were driven ... the square. | 9. She saw the car coming and shouted; "Look...!".    |
| 3. Don't shout ... me.                     | 10. It smelt ... roses.                               |
| 4. Are you ... the queue?                  | 11. I'm looking ... my book and I can't find it.      |
| 5. Who does that book belong ...?          | 12. If you keep ... doing that, you will be punished. |
| 6. She dreamt ... me last night.           |   |
| 7. She is looking ... the dance tomorrow.  |   |

## LESSON EIGHTEEN

### *"Ivanhoe"*

The last event in the tournament was a trial of skill for the bow-men. Eight men were present to shoot for a prize consisting of a hunting horn adorned with silver. Most of these belonged to the royal household or were in the service of the Norman lords; but among them was also the tall man dressed in green, whom we have already noticed in the crowd when Isaac was finding his seat.

"What is your name?", said Prince John to this tall man.

"Locksley", he answered. "But I do not wish to shoot, for I know not if these men are used to shooting at the same mark as I."

"Then, Locksley", said the Prince, "you shall shoot when these others have shown their skill, and if you win the prize, I will add to it twenty silver pieces; but, if you lose, you shall lose your suit of green and be whipped from the ring".

A mark was set up consisting of a round board with rings drawn upon it. The centre of the board was painted golden. This centre part was named "the gold". In the centre of the gold was a white spot.

One by one the bowmen stepped forward. Of the twenty-four arrows shot ten were fixed in "the gold"; of these ten two were shot by Hubert, a forest-guard in the service of Malvoisin.

"Now, Locksley", said Prince John, "will you shoot against Hubert?".

A new aiming-mark was brought. Hubert's first arrow struck the gold, but not the white spot.

"You have not allowed for the wind, Hubert", said Locksley. Stepping forward he shot his arrow carelessly, as if he had not even looked at the mark, but his arrow struck two inches nearer to the spot than Hubert's.

Hubert shot again, allowing for the wind, and his arrow struck the very centre of the mark.

"You cannot improve on that shot", said the Prince with an insulting smile.

"I will break his arrow for him, however", said Locksley.

Letting fly his arrow with a little more care than before, it struck right upon Hubert's and broke it from end to end.

"And now", said Locksley, "I will plant such a mark as is used in my part of the country".

He set up a stick about six feet long and as broad as a man's thumb.

"He that hits that mark at a hundred yards distance, I will call him a bowman fit to shoot before King Richard himself."

"My grandfather", said Hubert, "drew a good bow at the Battle of Hastings, and never shot at such a mark in his life — and neither will I. If this fellow can break that stick, I yield to him. I might as well shoot at a blade of grass, or a sunbeam, as at a white stick which I can hardly see at this distance."

"Cowardly dog!", said Prince John. "Here, Locksley, let me see you shoot; but, if you hit such a mark, I will say that you are the first man who ever did so."

"I will do my best", said Locksley, "and no man can do more".

Locksley changed the string of his bow. Then he aimed with care. The people waited in breathless silence. His arrow flew, and broke the stick in two.

A loud shout followed; and even Prince John, in admiration of Locksley's skill, lost for an instant his dislike of the man himself.

"You have fairly won these twenty silver pieces and this hunting-horn; and I will make it fifty pieces if you will take service with me as one of my bodyguard. For never did so strong a hand bend a bow or so true an eye direct an arrow."

"Pardon me, noble Prince", said Locksley, "but I have vowed that, if ever I take service, it shall be with your royal brother, King Richard. I give these twenty pieces to Hubert, who has this day drawn as brave a bow as his grandfather

did at the Battle of Hastings. Had he not from modesty refused the trial, he could have hit the stick as well as I".

Hubert shook his head, but he accepted the gift. Locksley, anxious to escape further observation, mixed with the crowd and was seen no more.

*Adapted from "Ivanhoe", by Sir Walter Scott*

*Answer the following questions on the Reading Passage:*

1. What was the last event of the tournament?
2. What did Prince John ask the tall man?
3. Why didn't Locksley want to shoot?
4. What did Prince John threaten him with?
5. What kind of a mark was set up?
6. What was in the centre of the board?
7. How many arrows were shot?
8. Who was the winner of this trial?
9. What hadn't Hubert allowed for?
10. How did Hubert shoot the second time?
11. What did Locksley do with his second arrow?
12. What kind of a mark did Locksley set up?
13. In what battle had Hubert's grandfather fought?
14. What did Prince John offer Locksley to join his bodyguard?

#### NEW WORDS

<i>tournament</i>	[ˈtuənəmənt]	<i>sunbeam</i>	[ˈsʌnbi:m]
<i>to whip</i>	[wɪp]	<i>cowardly</i>	[ˈkauədli]
<i>forest-guard</i>	[ˈfɒrɪstˈgɑ:d]	<i>dislike</i>	[dɪsˈlaɪk]
<i>aiming-mark</i>	[ˈeɪmɪŋ ma:k]	<i>bodyguard</i>	[ˈbɒdɪgɑ:d]
<i>thumb</i>	[θʌm]	<i>modesty</i>	[ˈmɒdɪsti]
<i>to yield</i>	[ji:ld]		

## GRAMMATICAL EXPLANATIONS

Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación):

SINCE = desde.

Como preposición, *since* sirve para expresar un período continuo o interrumpido de tiempo desde algún momento en el pasado hasta el presente. Generalmente, *since* exige que el verbo de la oración esté en *Present Perfect* o *Present Perfect Continuous*.

Peter has been working with this firm *since* March.  
I have not been in England *since* 1960.  
This kitten has had nothing to eat *since* yesterday.  
He has been thinking of making the trip *since* last January.

NOTA.—*Since* puede hacer también funciones de conjunción, según hemos visto al tratar de la preposición *for*. Cuando *since* significa *desde que*, por ser una conjunción, tiene cierta interrelación y equivalencia con el adverbio *ago*, dando lugar a las construcciones siguientes:

My friend Peter got married ten years *ago*.  
It is ten years *since* my friend Peter got married.  
It was ten years *ago that* my friend Peter got married.

Estas tres construcciones distintas es la forma de decir correctamente en inglés que:

Mi amigo Pedro se casó hace diez años; o  
Hace diez años que mi amigo Pedro se casó; o  
Hace diez años desde que mi amigo Pedro se casó.

AGO = *past, gone by* = hace, ha.

Es un adverbio que siempre exige que el verbo de la oración de que forma parte esté en *Simple Past*. Va siempre precedido de un nombre.

He told me that many months *ago*.  
Margaret learnt French four years *ago*.  
My friend Adams Hopkins left for U. S. A. two months *ago*.  
The story I'm going to tell happened a long time *ago*.



## EXERCISES

### A) Add "since", "for" or "ago":

1. He has been selling cars ... ten years.
2. He has been living here ... 1934.
3. I've been waiting ... five o'clock.
4. I've been mending your socks ... the last two hours.
5. We've been reading this book ... last January.
6. We've been studying English ... three months.
7. He has been sleeping ... seven hours.
8. He has been working ... seven o'clock this morning.
9. Hugh came two days ...
10. They had lunch half an hour ...

### B) Put the verbs in brackets into the right form, and the right position in the sentences:

1. He (come) home now.
2. I never (drive) to the town on Saturdays.
3. We (drive) to the town on Saturdays.
4. We (drive) to the town this Saturday.
5. Where is Tom? He (read) a book in that room.
6. What you (look) for?
7. Every Wednesday Mrs. Carter (visit) the Wilsons but this Wednesday she (not visit) them because she is ill.
8. Hurry up! I (wait) for you.
9. Now they all (eat) bread and butter; they (like) bread and butter very much.
10. Where you (keep) your money?

### C) Composition:

1. Describe your favourite radio programme.
2. Describe the importance of the radio in the modern world.

D) *Make these sentences interrogative by adding the interrogative auxiliary at the end:*

1. She is ill, ... ...?
2. They aren't English, ... ...?
3. They won't go tomorrow, ... ...?
4. You have my books, ... ...?
5. I saw you yesterday, ... ...?
6. She can play the piano, ... ...?
7. You have answered the letter, ... ...?
8. They don't like studying, ... ...?
9. They come every day, ... ...?
10. I'm not speaking too fast, ... ...?
11. You like walking, ... ...?
12. She has done it, ... ...?

E) *What is the opposite of:*

- |                           |                   |
|---------------------------|-------------------|
| 1. To fall in love?       | 7. To go down?    |
| 2. To fill in?            | 8. To come in?    |
| 3. To get off a platform? | 9. To come back?  |
| 4. To call in?            | 10. To lock in?   |
| 5. To burst in?           | 11. To be out?    |
| 6. To get out of?         | 12. To show into? |

## LESSON NINETEEN

### *Joseph Jefferson (I)*



Joseph Jefferson was born in Philadelphia in 1829, and he died at Palm Beach in 1905. He was the fourth in line of a family of actors. He had hardly any schooling because his family moved from town to town. His autobiography is considered a masterpiece of its kind. The following passage refers to his stay as a boy in Philadelphia in the 1830's.

I am not quite sure as to dates, and many incidents come up before me in a confused form, while a number are traditional; but there are certain facts connected with my early life about which there can be no mistake, and it is quite clear that I was what is understood to be a bad boy and hard to manage.

If I heard an oath I cherished it as a newly found treasure, and would practise it in private. All this was no fault of my bringing up, for both father and mother were very particular and exacting in the conduct of home. I was made to say my prayers every night, a good example was always set before me, and sound moral principles were continually instilled into my youthful mind. The prayers I

used to rattle off—usually thinking of something else while I was saying them as quickly as religious decorum and my mother would permit, and the sound moral principles and good examples seemed to have the effect of making me the champion executioner of all the cats in our neighbourhood.

My mother had a friend in Philadelphia, a Mrs. Neal, who kept a bookstore in Sixth Street, near Chesnut. I was a great favourite with her. She always wore a black dress with a white cap; the cap had a little fluted frill around it, very prim, and very much starched. She was a dear old lady with a sweet smile and large, wide, blue eyes; just the credulous and confiding sort of person that a boy of seven could wind around his little finger.

My imagination was wonderfully fertile: I could at the shortest notice get up a harrowing tale of woe that would make the stiff frills on her cap fairly tremble with benevolent agitation. Now it so happened about this time that I was in a state of insolvency, being heavily in debt at the candy-store, and sorely pressed by an exacting peanut-man at the corner. If I was short of a penny or two —usually the case with me— I would dishevel my hair, rush through the store into the back room, and, sinking in an exhausted condition into the little chair by the fireplace, call for a glass of water. The startled old lady would jump up crying, "What's the matter, Joe?".

"Don't ask me—water, water!".

"Yes, in a moment, my dear boy".

Then, in a feeble voice, "Put some raspberry syrup in it, please, Mrs. Neal".

"Yes, my darling".

And now having been refreshed with this stimulant, I would in a tremulous voice—a little overacted, perhaps— relate some dire calamity I had just witnessed, giving the full particulars; in fact, the greater the fabrication the more minute I was as to the details. I would perhaps tell her that I had just seen a lovely little girl with blue eyes and golden hair run over by fire-engine No. 6; her head, severed from her body, had rolled from the middle of the street into the gutter, and lay smiling at my feet; or perhaps I had pulled the little girl from under the wheels just previous to decapitation and saved her life —refusing a large reward from her father. The shock had been so great that nothing short of an immediate supply of peppermint drops would ever obliterate it from my mind— and where was I to get them? I was in disgrace at the candy-store and had no money.

"My dear child", the old soul would say, "there is a penny for you".

"Oh, no, I couldn't take it" —knowing very well that she would force it upon

me. "Ah, Mrs. Neal, I do not deserve all your kindness" —the only true words I had spoken to her— "indeed I don't". I'm not at all sure that she swallowed all my romantic stories, and it is quite possible that she liked to draw me out just to enjoy my exaggerations.

*Answer the following questions on the Reading Passage?*

1. Who was Joseph Jefferson?
2. Where was he born?
3. What kind of family did he belong to?
4. Do you know any actors?
6. Would you like to become an actor?
7. Are there many theatres in the place where you live?
8. What did Joseph practise in private?
9. What kind of parents did young Joseph have?
10. How used he to pray?
11. Who was his mother's friend?
12. What kind of a shop did she have?
13. How was she dressed?
14. What kind of imagination had young Joseph?
15. What was his usual financial situation?
16. What did Joseph want in his water?
17. What kind of calamities did he relate?
18. How did he relate them?
19. What was the only thing that could make him forget what he had witnessed?
20. Do you think Mrs. Neal believed him?

#### NEW WORDS

<i>schooling</i>	[ˈsku:lɪŋ]	<i>fluted</i>	[ˈflu:tɪd]
<i>to cherish</i>	[ˈtʃerɪʃ]	<i>frill</i>	[frɪl]
<i>particular</i>	[pəˈtɪkjulə(r)]	<i>prim</i>	[prɪm]
<i>exacting</i>	[ɪgˈzæktɪŋ]	<i>starched</i>	[ˈsta:tʃt]
<i>to instil</i>	[ɪnˈstɪl]	<i>credulous</i>	[ˈkredjʊləs]
<i>to rattle off</i>	[ˈrætl ˈɒf]	<i>confiding</i>	[kənˈfaɪdɪŋ]
<i>decorum</i>	[dɪˈko:rəm]	<i>to wind around</i>	[ˈwaɪnd əˈraʊnd]
<i>champion</i>	[ˈtʃæmpjən]	<i>one's fingers</i>	wanz ˈfɪŋgəz]
<i>executioner</i>	[eksiˈkju:ʃnə(r)]	<i>harrowing</i>	[ˈharəʊɪŋ]

<i>stiff</i>	[stif]	<i>darling</i>	[ˈda:liŋ]
<i>insolvency</i>	[inˈsolvənsi]	<i>overacted</i>	[ˈəʊvərˈaktɪd]
<i>candy-store</i>	[ˈkændisto:(r)]	<i>to relate</i>	[riˈleit]
<i>sorely</i>	[ˈso:li]	<i>dire</i>	[ˈdaɪə(r)]
<i>peanut</i>	[ˈpi:nʌt]	<i>severed</i>	[ˈsevəd]
<i>to dishevel</i>	[diˈfevəl]	<i>gutter</i>	[ˈgʌtə(r)]
<i>exhausted</i>	[igˈzo:stɪd]	<i>peppermint</i>	[ˈpepəmɪnt]
<i>startled</i>	[ˈsta:tld]	<i>to obliterate</i>	[əˈblɪtəreɪt]
<i>feeble</i>	[ˈfi:bl]	<i>disgrace</i>	[disˈgreɪs]
<i>raspberry syrup</i>	[ˈra:zbəri ˈsɪrəp]	<i>to draw out</i>	[ˈdro: ˈaʊt]

### GRAMMATICAL EXPLANATIONS

*Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación):*

FROM = de, desde. (Véase libro 4.º)

Esta preposición sirve para denotar: 1) Principio de tiempo o lugar; 2) Origen o procedencia.

En el primer caso, si el término o fin de la acción está expreso, va señalado por *to*.

- 1) I'm sure she has been blind *from* birth.  
I noticed that he was looking at her *from* the very beginning.  
He was kind enough to accompany us *from* Rome *to* Madrid.  
Yes, he lived in Lima *from* May 1955 *to* August 1960.
- 2) They are *from* Argentine but they are living here now.  
This kind of wheat comes *from* Canada.

TO = *as far as* = a, hacia, hasta.

1) Esta preposición sirve, en primer lugar, para indicar el infinitivo de todos los verbos ingleses (con algunas excepciones, que el alumno conoce). Cuando esta partícula está indicando el infinitivo no se traduce. Con el verbo *to have* para indicar obligación o necesidad, el *to* que sigue a *have* se traduce por *que* en castellano. Detrás de los participios pasivos o adjetivos *to* se traduce por *para*.

2) *To* se usa siempre con los verbos de movimiento y delante del complemento indirecto de los verbos. También algunos otros verbos intransitivos exigen *to* detrás de ellos.

3) *To* en relación con *from*, expresa el término de lugar, número o tiempo.

- 1) He wants *to buy* the house as soon as possible.  
 They would like *to live* in the country.  
 You have *to deliver* the money first.  
 Henry has *to do* his homework before going with you.  
 My friend is too blind *to see* his mistakes.
- 2) She says she is *coming to* see us very soon.  
 They want to *go to* Canada next Summer.  
 Give these roses *to Mrs. Lawson*.  
 They never *complain to* their father about my punishment.  
 We handed the money *to him*.
- 3) We travelled *from* London *to* Lisbon.  
 My little brother can count *from* one *to* fifty.  
 Mary stayed with us *from* March *to* June.

### A Joke

*Billy:* "Which word is shorter if you put another syllable on the end?"

*Tommy:* "Oh there's no answer to that question. You can't make a word shorter by putting a syllable on the end."

*Billy:* "On yes, you can. It's the word short. If you put the syllable "er" on the end, it's "shorter"."

### EXERCISES

A) *Put the verbs into the correct tense:*

to do . . . . .	{	I ... .. it tomorrow afternoon. I think I can ... it. Must she ... it now? They ... .. it at this moment. He ... it every day. She ... it yesterday morning. I ... just ... it. They ... .. it when I came in.
-----------------	---	---

to give . . . .	{	... you just ... her the letter?
		Yes, I ... it to her a minute ago.
		When I saw her she ... it to him.
		I ... it back tomorrow afternoon.
		I always ... that poor man some money.
		... she ... it to him now?
		You can ... it back when you like.

to know . . .	{	I ... him for six years.
		I ... her in Paris.
		I ... that tomorrow.
		I must ... that at once.
		He always ... what to do.
		How can I ... that?

B) *Translate into English:*

1. Han cambiado casi todo el programa desde la última vez que nos vimos.
2. Venga usted un poco más tarde, y quizá tenga yo algo para usted.
3. Gracias por ayudar a mi joven amigo.
4. El no mandó escribir las cartas, sino que las escribió por sí mismo.
5. Su nueva chaqueta no le sienta a usted muy bien, pero el color sí que le va bien.
6. En nuestros días todo el mundo quiere algo gratis.
7. Usted no debía andar por en medio del campo; no es bueno para los cereales.
8. Quiere que todos los del departamento hagan esto de la misma manera.
9. El toca el piano bastante bien, aunque nunca le han enseñado.
10. No tengo inconveniente en asumir la responsabilidad.
11. Me gustaría vivir en Panamá.
12. Estos perfumes vienen de Francia.
13. Le entregamos el dinero.

C) *Make sentences with these verbs:*

to go away, to go on, to come back, to get out, to put away, to give back,  
to keep on, to take out, to put on, to switch off, to go out, to get up,  
to come back, to get in, to put back.



D) *Supply some form of "say" or "tell" in the following:*

1. He always ... the truth.
2. Hugh ..., "I shall go tomorrow".
3. Jane ... nothing.
4. They ... that he is ill.
5. He ... that he would go the next day.
6. I ... him that I should go with him.
7. He ... to me, "I am not feeling well".
8. What is he ...?
9. Don't ... lies.
10. He ... me that he would go home.

E) *Put in the missing prepositions:*

1. I have not seen Hugh ... all since last week.
2. The policeman came ... to me and told me to go ...
3. We went to the station to see them ... but we lost our way.
4. You are looking forward ... a journey ... car.
5. Tomorrow she is going ... turn ... the sitting-room.
6. He must go to the bank to pick ... some money.
7. I want to find ... about this.
8. Have you sent ... that parcel to your grandmother?
9. The doctor went ... at four o'clock.
10. Do you have ... do that ... the dining-room?

## LESSON TWENTY

### *Jack Easy Goes to Sea*

"It has occurred to me", said Jack, "that although the whole earth has been so wrongly divided among the few, the waters at least are the property of all. No man declares that the sea is his; everyone may there travel as he likes. Even war makes no difference; everyone may go on as he wants, and if they meet, it is nothing more than a neutral ground on which the two sides fight. It is, then, only upon the ocean that I may find that equality and the rights of man which we want so much to introduce on shore; and so I have decided not to go to school again which I hate, but to go to sea and spread our opinions as much as I can."

"I cannot listen to that, Jack. In the first place, you must return to school; in the next place, you shall not go to sea."

"Then father, all that I have to say is, that I declare I will not go back to school, and that I will go to sea. Who and what is going to stop me? Was I not born my own master? Has anyone a right to talk to me as if I were not equal to him? Have I not as much right to the sea as any other person on earth? I insist on perfect equality," continued Jack, stamping his right foot on the floor.

What had Mr. Easy to offer in reply? He must either, as a father, have sacrificed his hypothesis, or, as a father, have sacrificed his son. Like all philosophers, he preferred what he thought the less important of the two, he sacrificed his son; but we will do him justice — he did it with a sigh...

"Jack, you shall go to sea, if you want to."

"That, of course," replied Jack, with the air of one who has got what he wanted, "but the question is, with whom? Now it has occurred to me that Captain Wilson has just been appointed to a ship and I should like to sail with him."

"I will write to him," said Mr. Easy, sadly. And so the matter was settled.

The answer from Captain Wilson was, of course, that he would be glad to take Jack to sea with him, and he promised to look after him as his own son.

Jack got on to his father's horse and rode off to Mr. Bonnycastle.

"I am going to sea, Mr. Bonnycastle."

"Quite the best thing for you," replied Mr. Bonnycastle.

Jack met Dr. Middleton.

"I am going to sea Dr. Middleton!"

"Quite the best thing for you," replied the doctor.

"I am going to sea, mother," said John.

"To sea, John, to sea? No, no, dear John, you are not going to sea," replied Mrs. Easy in horror.

"Yes, I am; father has agreed, and he says he will make you change your mind and let me go."

"Change my mind! Oh, my dear, dear boy!", and Mrs. Easy cried bitterly, as Rachel crying for her children.

*From "Mr. Midshipman Easy", by Captain Marryat.*

*Answer the following questions:*

1. What had occurred to Jack about the earth?
2. Who did he think the sea belonged to?
3. Why does war make no difference on the sea?
4. What did Mr. Easy and Jack want to introduce on shore?
5. What had Jack decided?
6. What did Mr. Easy at first reply to Jack when he said he was going to sea?
7. What did Jack declare when Mr. Easy tried to stop him from going to sea?
8. Why was Mr. Easy like all other philosophers?
9. Who did Jack want to go to sea with?
10. What answer did they get from Captain Wilson?
11. How did Mr. Easy settle the matter?
12. Where did Jack ride to on his father's horse?
13. What did Jack say to his mother?
14. Was Mrs. Easy pleased at what Jack told her?
15. What did Mrs. Easy do when Jack told her he was going to sea?

#### NEW WORDS

<i>to occur</i>	[ə'kə:(r)]	<i>justice</i>	['dʒʌstis]
<i>neutral</i>	['nju:trəl]	<i>sigh</i>	[sai]
<i>equality</i>	[i'kwoliti]	<i>horror</i>	['horə(r)]
<i>to sacrifice</i>	['səkrifais]	<i>bitterly</i>	['bitəli]
<i>hypothesis</i>	[hai'pəθisis]		

## GRAMMATICAL EXPLANATIONS

*Las palabras "for", "since", "ago", "from", "to", "about", "by", "till", "until" (continuación):*

*ABOUT* = sobre, alrededor, poco más o menos. (Véase libro 4.º)

I don't know, but Helen must be *about* twenty.

It was *about* half past six when I saw him.

There were *about* two hundred casualties in the battle.

*BY* = por, de. (Véase libro 4.º)

*TILL* = *UNTIL* = hasta. (Véase libro 4.º)

Denota tiempo y sólo tiempo. No distancia como "hasta".

He said he would not come back *till* eight o'clock.

Pat is going to stay with us *till* next month.

There is a long time to go *until* he becomes a director.

NOTA.—Para el uso adverbial de las preposiciones, en la formación de modismos, véanse los libros segundo, tercero y cuarto de esta misma obra; y libro cuarto para la revisión de las Preposiciones.

## EXERCISES

A) Insert "for", "since", "ago", "till", "from":

1. This cat has been dead — two days.
2. He has not seen me — he came to my house a fortnight —.
3. We have had no news — him — a long time; his last letter reached us ten months —.
4. These celebrations have gone on — more than three centuries.
5. I have not visited Ireland — seven years.
6. He has been waiting — you — 4 o'clock.
7. They are not going to do it — March.
8. The boy has grown up — I saw him.
9. She has been learning French — July.
10. I have not met Charles — he was a child.
11. He has been trying to succeed — years.

B) *Translate these sentences into English:*

1. Ellos vivieron allí durante mucho tiempo.
2. El visitó Roma hace dos años.
3. ¿Cuánto tiempo hace que estudias inglés?
4. No he visto a tu hermano desde enero.
5. ¿No quieres acompañarnos desde Caracas a Miami?
6. Ella estuvo en Lima en 1953, pero no ha vuelto desde entonces.
7. No hemos comido nada desde las siete de la mañana.
8. El la estuvo mirando desde el principio hasta el fin.
9. Ella estudió francés desde enero de 1961 hasta marzo de 1964.
10. Hace dos meses que no voy al cine.

C) *Put in the correct prepositions or adverbs:*

1. I don't think this is useful — me.
2. She rings him — twice a day.
3. You can speak to her — the telephone.
4. I don't know this singer but I heard him — the radio.
5. We are sailing — New York — the first days of July.
6. All efforts were — vain.
7. He was, by nature, an admired — happy human faces.
8. Our country was — the height — its power then.
9. He will not speak English — the presence — an Englishman.
10. This secretary has the responsibility — keeping the manager informed — all matters — importance.
11. Who is responsible — this work?
12. This cat always comes into my room — the window.
13. What did he answer — this question?
14. Mary was standing — the window.
15. Keep close — your brother when crossing the street.
16. Henry always sits down — my sister.

D) *Write sentences using these common expressions:*

1. By all means.
2. One by one.
3. After all.
4. Would you mind?
5. At all.
6. In spite of.
7. So that.
8. If only.
9. No longer.
10. To lend a hand.

E) *Put in a suitable word that makes sense:*

- |   |  |
|---|--|
| 1. Seventy is ... than seventeen.         | 6. Fifteen is a ... of sixty.                      |
| 2. In England it is very cold ... winter. | 7. There are twenty-eight ... in February.         |
| 3. The sun comes up ... the morning.      | 8. The sun goes ... at night.                      |
| 4. Ten and ... make thirty.               | 9. We make tea with boiling ...                    |
| 5. The moon shines during the ...         | 10. Cars must stop when the traffic lights are ... |

### PRONUNCIATION EXERCISE

#### *Acentuación de palabras compuestas (III)*

##### *Modelo núm. 2*

En las siguientes combinaciones, el acento recae sobre la segunda palabra.

here'after, where'as, for'ever, how'ever, what'ever, when'ever, wher'ever, who'ever, which'ever, with'draw, with'in, with'out, through'out, my'self, your'self, him'self, her'self, it'self, our'selves, your'selves, them'selves.

## LESSON TWENTY-ONE

### *Rip Van Winkle Returns Home*

"Oh, Rip Van Winkle" they cried out, "Oh, yes, that's Rip Van Winkle over there, leaning against the tree."

Rip looked and saw a person exactly like himself, when he went up the mountain: he appeared as lazy, and was certainly as ragged. The poor fellow was now completely puzzled. He doubted his own identity and whether he was himself or another man. In the middle of this, the man in the curious hat asked who he was and what his name was.

"God knows" he said, "I'm not myself — I'm somebody else — that's me over there — no — that's somebody else got into my shoes I was myself last night, but I fell asleep on the mountain, and, they've changed my gun, and everything's changed, and I'm changed, and I can't tell what my name is, or who I am!"

The people standing around began now to look and made signs at each other. There was some talk, also, about taking the gun, and stopping the old fellow from doing any damage to himself or to anybody else. When the man in the curious hat heard them talk like this, he was afraid and ran away rather fast. At this moment a fine woman pushed her way through the crowd to get a look at the grey bearded man. She had a healthy, fat, little child in her arms, which was afraid of him and began to cry. "Be quiet, Rip", cried she, "be quiet, you little fool; the old man won't hurt you." The name of the child, the air of the mother, the sound of her voice, all reminded him of something.

"What is your name, my good woman?", he asked.

"Judith Gardenier."

"And your father's name?"

"Ah, poor man, Rip Van Winkle was his name, but it's twenty years since he went away from home with his gun, and never has been heard of since — his dog came home without him; but whether he shot himself, or was carried away by the Indians, nobody can tell. I was then only a little girl."

Rip had only one question more to ask; but he asked it with a hesitating voice.

"Where's your mother?"

She too had died, only a short time ago; she had got so angry with her lazy son that she had suddenly fallen down dead. That, at least, was a relief.

The honest man could contain himself no longer. He caught his daughter and her child in his arms. "I am your father", cried he "Young Rip Van Winkle once — old Rip Van Winkle now! — Does nobody know poor Rip Van Winkle?"

All stood astonished, until an old woman, coming out from among the crowd, put her hand to her eyes and, looking under it in his face for a moment, said, "It's true! It's Rip Van Winkle — it is himself! Welcome home again, old neighbour — Why, where have you been these twenty long years?"

Rip's story was soon told, for the whole twenty years had been to him just one night.

*From "Rip Van Winkle", by Washington Irving.*

*Answer the following questions on the Reading Passage:*

1. Who did Rip see leaning against a tree?
2. What did he appear to be?
3. What did Rip begin to doubt?
4. What did the man in the curious hat ask him?
5. Where had he fallen asleep?
6. What had happened to his gun?
7. What did the people standing around Rip begin to do?
8. What was there some talk of their doing?
9. Who pushed her way through the crowd?
10. What did she have in her arms?
11. What did Rip ask her?
12. What was Rip's last question to her?
13. What did Rip do when he told her he was her father?
14. Who came out from among the crowd?
15. How long had the twenty years been to Rip?



## NEW WORDS

<i>to lean</i>	[li:n]	<i>astonished</i>	[əs'tɒnɪʃt]
<i>puzzled</i>	['pʌzld]	<i>handwriting</i>	['hænd'reɪtɪŋ]
<i>identity</i>	[aɪ'dentɪtɪ]	<i>decipherable</i>	[dɪ'saɪfərəbl]
<i>bearded</i>	['biədɪd]	<i>prescription</i>	[prɪs'krɪpʃən]
<i>hesitating</i>	['hezɪteɪtɪŋ]	<i>complimentary</i>	[kɒmplɪ'mentəri]
<i>relief</i>	[ri'li:f]	<i>violin</i>	[vaɪə'lin]

## GRAMMATICAL EXPLANATIONS

*Los prefijos "well", "ill".*—La forma de emplear las partículas "*well*" e "*ill*", en combinación con un participio, un adverbio o una preposición unidos por guión (-), no es siempre correcta. Se admite cuando la combinación de "*well*" más participio o adverbio es usada en forma atributiva; pero es incorrecta cuando dicha combinación se usa en forma predicativa. Existen también compuestos con "*well*" que no llevan nunca guión.

This is a well-built palace (*correcto*).

This palace is well-built (*incorrecto*).

This palace is well built (*correcto*).

That was a very well-put-up factory (*correcto*).

That factory was very well-put-up (*incorrecto*).

That factory was very well put up (*correcto*).

He aquí algunos de los compuestos con "*well*" más corrientes:

<i>well-advised</i>	= bien aconsejado	<i>well-reputed</i>	= de buena reputación
<i>well-balanced</i>	= equilibrado	<i>well-disposed</i>	= bien dispuesto
<i>well-behaved</i>	= atento, cortés	<i>well-intentioned</i>	= bien intencionado
<i>well-born</i>	= de familia distinguida	<i>well-favoured</i>	= bien parecido
<i>well-spoken</i>	= bien hablado	<i>well-tried</i>	= bien probado
<i>well-informed</i>	= bien informado	<i>well-conducted</i>	= bien portado
<i>well-off</i>	= acomodado, rico	<i>well-shaped</i>	= bien hecho
<i>well-rounded</i>	= bien redondeado	<i>well-bred</i>	= bien criado, educado
<i>well-proportioned</i>	= bien proporcionado	<i>well-trod</i>	= frecuentado
<i>well-read</i>	= muy leído	<i>well-worn</i>	= usado, estropeado

He aquí algunos compuestos con "ill". Esta partícula lleva al compuesto que forma la idea de deficiencia insuficiencia, imperfección:

<i>ill-advised</i>	= mal aconsejado	<i>ill-judged</i>	= mal juzgado
<i>ill-bred</i>	= mal criado, educado	<i>ill-gotten</i>	= mal adquirido
<i>ill-mannered</i>	= de malos modales	<i>ill-humoured</i>	= malhumorado
<i>ill-disposed</i>	= mal intencionado	<i>ill-minded</i>	= mal intencionado
<i>ill-fated</i>	= malhadado	<i>ill-pleased</i>	= mal contento

### A Joke

"Don't you think doctors ought to make their handwriting more decipherable?"

"I hope not! I've got a prescription my doctor gave me three years ago. After the chemist made it up, I used it as a complimentary ticket for the pictures for a year, then as a railway season ticket for two years, and now my daughter plays it on the violin."

### EXERCISES

A) *Put in the correct preposition or adverb:*

- Henry was working — a big farm.
- They left — Paris — 6 o'clock.
- He is very fond — fishing.
- She got — the bus — Trafalgar Square.
- I haven't drunk tea — many years.
- Please ring me — in the evening.
- This train will not take you — Oxford.
- The ship is sailing — the East.
- The boys rested — the shade of these trees.
- He was knighted — March 20th, 1954.
- She will call for Henry personally — 6 o'clock.
- What time is it — Peter's watch?
- The celebrations lasted — a whole month.

B) *Write sentences using these common expressions:*

- |                    |                        |
|--------------------|------------------------|
| 1. At all events.  | 6. By and by.          |
| 2. Once more.      | 7. In black and white. |
| 3. On purpose.     | 8. Up and down.        |
| 4. Here and there. | 9. In her teens.       |
| 5. To and fro.     | 10. So as.             |

C) *Insert "for", "since", "ago", "till", "from":*

- |   |  |
|---|--|
| 1. Yes, I have been in London<br>— last December.             | 6. She has not seen a bullfight —<br>she left Mexico, three years —. |
| 2. He had to work — 3 o'clock.                                | 7. He did not give up working<br>hard — he succeeded.                |
| 3. Yes, they were there — several months.                     | 8. They have been living —<br>hand to mouth — I have known them.     |
| 4. I don't think you have been waiting for her — three hours. | 9. He went on walking — he got to a big river.                       |
| 5. I have not worn these shoes — the beginning of the summer. | 10. The little girl was blind — birth.                               |

D) *Translate into English:*

- |   |  |
|---|--|
| 1. Hace una semana que él se marchó.                                    | 5. ¿Cuánto tiempo hace que no ves a mi hermano?        |
| 2. Hoy hace dos años que estoy aquí.                                    | 6. ¿Podremos subir hasta la cumbre de aquella montaña? |
| 3. ¿Qué has estado haciendo desde la última vez que yo te vi?           | 7. ¿Hasta cuándo vas a estar aquí?                     |
| 4. El estuvo riéndose desde el mismo momento en que comenzó la función. | 8. El está enfermo desde junio.                        |
|   | 9. Nos están esperando desde las dos de la tarde.      |
|   | 10. El está aprendiendo inglés desde hace cuatro años. |

E) *Put the verb in brackets into the correct tense:*

- |  |  |
|--|--|
| 1. He will be safe as long as he (follow) this way.                | 3. Peter will have to pay the debt, whether he (like) it or not. |
| 2. Though he (own) a large estate, he did not live in the country. | 4. We cannot buy the medicine unless you (give) us the money.    |

5. Although this army (suffer) heavy losses, they fought on bravely.
6. If I (have) more money, I would make the trip.
7. If he (go), he would have seen you.
8. She knew it was Peter who (write) the note.
9. Henry (hear) the alarm ringing; then he (get) up and (look) out of the window.
10. I not (see) you for three weeks.
11. We are tired because we (work) in the fields since 6 o'clock.
12. How long you (stay) in this city?
13. We (finish) writing an hour ago.
14. Henry (live) in England when the war broke out.
15. Yes, the light went out when I (translate) the document.

## LESSON TWENTY-TWO

### *Joseph Jefferson (II)*

In the year 1838 the new town of Chicago had just turned from an Indian village into a thriving little place, and my uncle had written to my father urging him to join in the management of the new theatre which was then being built there. As each fresh venture presented itself, my father's hopeful nature predicted immediate and successful result. He had scarcely finished the letter when he declared that our fortunes were made, so we turned our faces towards the setting sun. In those days a journey from Albany to Chicago was no small undertaking for a large family in straitened circumstances; certain cherished articles had to be parted with to procure necessary comforts for the trip. I really do not know how, but we got from Albany to Schenectady, where we acted for a few nights with a company that was playing there. Several of the actors, who had received no salary for some time, decided to accompany my father and seek their fortunes in the West.

As I remember it, our journey was long, but not tedious. We travelled part of the way in a fast-sailing packet-boat on the Erie Canal, the only smoke issuing from the caboose stove-pipe. I can remember our party admiring this craft with the same enthusiasm that we now express in looking at a fine ocean steamer. She was painted white and green and enlivened with blue window blinds, and a broad red stripe running from bow to stern. Her name was the *Pioneer*, which was to us most suggestive, as our little band was among the early dramatic emigrants to the far West.

The boat resembled a Noah's ark with a flat roof, and my father, like the patriarch of old, took his entire family on board, with this difference, however—he was required to pay his passage, it being understood between him and the captain that he should stop a night in Utica and one in Syracuse, giving a theatrical entertainment in each place, and hand over the receipts in payment of our fare.

We acted in Utica for one night, and the receipts were quite good. My father and mother were in high spirits, and there is no doubt that the captain had hopes

that the next night's entertainment in Syracuse would liquidate our liabilities, for there was a visible improvement in the coffee at breakfast, and an extra piece of pie all around for dinner. The next night, unfortunately, the elements were against us: it rained in torrents and the attendance was light, so that we were short of our passage money about ten dollars.

The captain, being a strict member of the Church, could not attend either of the performances, and as he was in his heart most anxious to see what acting was like, he proposed that if the company would give him a private show in the cabin he would call it 'square'. Our actors, being highly legitimate, declined; but my mother, ever anxious to show off the histrionic qualities of her son, proposed that I should sing some comic songs for the captain, and so ransom the rest of the actors. The captain turned it over in his mind—being, I am afraid, a little suspicious of my genius—but after due consideration consented. So he prepared himself for the entertainment, the cook and my mother comprising the rest of the audience. The actors had wisely retired to the upper deck, as they had been afflicted on former occasions. I now began a dismal comic song called "The Devil and Little Mike". It consisted of some twenty-five stanzas, each one containing two lines with a large margin of 'whack fol de riddle'.

It was never quite clear whether the captain enjoyed this entertainment or not: my mother said he did, for, though the religious turn of his mind would naturally suppress any impulse to applaud, he said even before I had half finished that he was quite satisfied.

*Answer the following questions on the Reading Passage:*

1. What was the little town of Chicago like in 1838?
2. What is the town of Chicago like now?
3. What had just been built in Chicago?
4. What kind of a nature had Joseph's father?
5. What had they to do to get money for the journey?
6. What happened at Schenectady?
7. How did they travel along the Erie Canal?
8. What opinion did the party have about the boat?
9. How was she painted?
10. What famous boat did it resemble?
11. How had he agreed to pay his passage?

12. What were the results of the entertainment at Utica?
13. What happened at Syracuse?
14. How far short were they of the passage money?
15. What kind of a person was the captain?
16. What did the captain propose?
17. What was the actors' reaction?
18. What did Jefferson's mother propose?
19. What kind of an audience did he have?
20. Did the captain enjoy the entertainment?

### NEW WORDS

<i>thriving</i>	[ˈθraɪvɪŋ]	<i>ark</i>	[a:k]
<i>to urge</i>	[ə:dʒ]	<i>receipts</i>	[riˈsi:ts]
<i>management</i>	[ˈmanɪdʒmənt]	<i>to be in high</i>	[ˈbi: in ˈhai]
<i>venture</i>	[ˈventʃə(r)]	<i>spirits</i>	ˈspirits]
<i>hopeful</i>	[ˈhəʊpful]	<i>to liquidate</i>	[ˈlikwɪdeɪt]
<i>scarcely</i>	[ˈskɛəslɪ]	<i>liability</i>	[laɪəˈbɪlɪtɪ]
<i>undertaking</i>	[ˈʌndəteɪkɪŋ]	<i>pie</i>	[paɪ]
<i>in straitened</i>	[ɪn ˈstreɪtnd]	<i>torrent</i>	[ˈtɒrənt]
<i>circumstances</i>	ˈsə:kəmstansɪz]	<i>attendance</i>	[əˈtendəns]
<i>to part with</i>	[ˈpa:t wɪð]	<i>performance</i>	[pəˈfɔ:məns]
<i>tedious</i>	[ˈti:dʒəs]	<i>to call it square</i>	[ˈkɔ:l ɪt ˈskwɛə(r)]
<i>caboose</i>	[kəˈbu:s]	<i>legitimate</i>	[lɪˈdʒɪtɪmɪt]
<i>steamer</i>	[ˈsti:mə(r)]	<i>histrionic</i>	[hɪstriˈɒnɪk]
<i>to enliven</i>	[ɪnˈlaɪvɪn]	<i>to ransom</i>	[ˈransəm]
<i>window blind</i>	[ˈwɪndəʊ blaɪnd]	<i>deck</i>	[dek]
<i>stripe</i>	[straɪp]	<i>to suppress</i>	[səˈpres]

### GRAMMATICAL EXPLANATIONS

*La partícula "some" y el sufijo "ly".*—La partícula "some" forma un grupo pequeño de palabras en el que hace de sufijo. No obstante, "some" como sufijo ha perdido su influencia, y no es tampoco muy recomendable el uso de adjetivos formados con "some".

He aquí los más usuales actualmente:

<i>wholesome</i>	= sano, saludable	<i>lonesome</i>	= solitario, desierto
<i>handsome</i>	= hermoso, elegante	<i>bothersome</i>	= molesto, fastidioso
<i>cumbersome</i>	= engorroso, lento	<i>quarrelsome</i>	= pendenciero, querellante
<i>tiresome</i>	= fastidioso, molesto		

El sufijo “*ly*” se añade tanto a los nombres como a los adjetivos, y también a algunos adverbios. Con él los nombres se transforman en adjetivos y los adjetivos en adverbios. La partícula “*ly*” en los adverbios corresponde, en la casi generalidad de los casos, a la terminación *mente* de los adverbios castellanos.

He aquí algunos ejemplos:

<i>Nombres</i>		<i>Adjetivos</i>	
<i>day</i>	} + <i>ly</i>	<i>daily</i>	= diario
<i>week</i>		<i>weekly</i>	= semanal
<i>month</i>		<i>monthly</i>	= mensual
<i>home</i>		<i>homely</i>	= casero, doméstico
<i>mother</i>		<i>motherly</i>	= maternal
<i>love</i>		<i>lovely</i>	= hermoso
<i>cost</i>		<i>costly</i>	= costoso
<i>friend</i>		<i>friendly</i>	= amistoso
<i>brother</i>		<i>brotherly</i>	= fraternal
<i>Adjetivos</i>		<i>Adverbios</i>	
<i>slow</i>	} + <i>ly</i>	<i>slowly</i>	= lentamente
<i>kind</i>		<i>kindly</i>	= amablemente
<i>easy</i>		<i>easily</i>	= fácilmente
<i>final</i>		<i>finally</i>	= finalmente
<i>careful</i>		<i>carefully</i>	= cuidadosamente
<i>happy</i>		<i>happily</i>	= felizmente
<i>quick</i>		<i>quickly</i>	= rápidamente
<i>wise</i>		<i>wisely</i>	= prudentemente
<i>glad</i>		<i>gladly</i>	= gustosamente



## EXERCISES

A) *Put in the correct prepositions in the following sentences:*

1. Sit down — the table and have lunch — us.
2. She lives — this street.
3. He had to enter — the window.
4. You will have many opportunities — speaking Spanish here.
5. Margaret was dressed — white yesterday.
6. She always disapproves — my plans.
7. I am never afraid — crossing this forest.
8. He never agrees — my father.
9. How much must I pay — this?
10. He wanted to compare my examination — his.
11. You should not complain — that.
12. I congratulated him — his good luck.
13. He never has any money — him.
14. They were hard — work all the afternoon.
15. Thanks for being so kind — us.
16. He is eager — start a new business.
17. This dog defended his master — the wolves.
18. Let's drink — Peter's health.
19. My wife's opinions always differ — mine.
20. This lake is full — fish.
21. He insisted — coming and I had to agree.
22. He is hoping — the news.
23. When he knocked — the door I was not in.
24. She is going to invite us — tea.

B) *Change the following words into adverbs by adding "ly" and use them in sentences of your own:*

- |              |              |
|--------------|--------------|
| 1. bad       | 11. poor     |
| 2. wrong     | 12. nice     |
| 3. right     | 13. short    |
| 4. cheap     | 14. thankful |
| 5. cold      | 15. hot      |
| 6. useful    | 16. year     |
| 7. full      | 17. week     |
| 8. beautiful | 18. sister   |
| 9. heavy     | 19. night    |
| 10. slight   | 20. home     |

C) *Translate the following sentences into English:*

- |  |   |
|--|---|
| 1. A ella le gustaría ir al cine esta tarde. | 6. Cuando venga el profesor se lo preguntaré. |
| 2. Me canso si trabajo mucho.                | 7. Se lo pedí a mis hermanos.                 |
| 3. ¿Qué quieres que te traiga?               | 8. No quiero que vengas hoy.                  |
| 4. ¿Cuándo me dijiste que viniera?           | 9. Te llaman por teléfono.                    |
| 5. Creo que tienes razón.                    | 10. ¿Tienes algo más que decir?               |

D) *Write sentences using these common expressions:*

- |                       |                  |
|-----------------------|------------------|
| 1. At arm's length.   | 6. At once.      |
| 2. Never again.       | 7. In the end.   |
| 3. To keep an eye on. | 8. At the end.   |
| 4. On and off.        | 9. In fact.      |
| 5. At home.           | 10. In front of. |

E) *Make questions for the following answers:*

- |  |  |
|--|--|
| 1. I go to the cinema on Sundays.      | 6. I met my friend in the street yesterday.              |
| 2. He writes letters in his office.    | 7. Miss Day is a good typist.                            |
| 3. I went to bed early last night.     | 8. This book belongs to you.                             |
| 4. Jane has made some soup for dinner. | 9. Mr. and Mrs. Ezpeleta went to the theatre last night. |
| 5. There is a good film at the cinema. | 10. They were here yesterday.                            |

## LESSON TWENTY-THREE

### *Sight in Animals (I)*

Have all animals eyes and do they see things in the same way as we do? Let us learn a little about the response of animals to light.

It is almost certain that the first forms of animal life which appeared on this world had no eyes. Possibly they were affected by light in the same way that our old friend of the ponds, the amoeba, is affected by light. The amoeba is a single unit or cell of living protoplasm. When this is examined no eye is seen at all, and yet it can be stimulated by light. Weak light does not apparently affect it, but when a strong light shines on one side of it the protoplasm contracts on that side, and pushes out at the other, so that the amoeba slowly moves away from the bright light. Experiments seem to show that all parts of the amoeba are equally sensitive to bright light. Although the amoeba is sensitive to light, it is practically certain that it cannot *see* things.

In animals built of many cells certain of the cells are especially sensitive to light. A good example of this is seen in the earthworm. The earthworm has no eyes, but in the skin, especially at the head-end, there are cells sensitive to light. With these cells the earthworm is able to distinguish between light and darkness but cannot see with them. Earthworms usually come out of their burrows in the dark. At the approach of morning light they disappear into their burrows. The light has stimulated their light-sensitive cells and they respond by withdrawing from the light into their burrows.

The next development in the "eyes" of the animal world was the collecting together of the cells sensitive to light into one or more spots. Some of you during your holidays by the sea may have spent some time hunting amongst the rocks and rock-pools of the shore. Perhaps you have found under some of the rocks a large worm with curious projections from the segments along its whole length. It is probably a Rag-worm. At the end of the Rag-worm are a number of tentacles and four simple "eyes". These eyes are really very tiny pits formed of cells sensitive to light. In each little pit a little ball of a solid jelly-like substance forms

and acts as a kind of lens. These "eyes" are sensitive to light, but the animal cannot see as we see. Possibly it can see changes in light, and by this will be able to notice if something moves.

The common garden Snail and Slug have a similar sort of "eye" situated at the end of special eye-tentacles.

Our human eye has developed from this collection of light-sensitive cells in a small pit with a simple form of lens. Little but important improvements in the numbers and the arrangements of the cells sensitive to light and in the lens have given us an eye which not only can distinguish between light and darkness and can see movements, but can see things clearly and tell us about their size, shape, colour, and position. We have also developed special muscles for moving our eyes.

Most of the vertebrates have two eyes like ours, but some vary slightly. Few of the vertebrates have eyes as good as ours seeing objects clearly. This is only natural for we depend on our sense of sight more than on our other senses, whereas many of the vertebrate animals depend more on their senses of smell and hearing. A dog, for example, does not see objects as clearly as we do; it relies on its nose much more than on its eyes.

One way in which a bird's eyes are superior to human eyes is that it has developed eyes which enable it to see small things clearly and in sharp focus at the same time as it can see nearly all round about it without turning its head. On the other hand birds depend on their sight to get their food and so most birds have very keen eyes. Perhaps you have seen a bird known as a Kestrel high in the sky moving its wings rapidly but not moving forward at all. The Kestrel belongs to the Hawk family of birds and feeds on beetles and mice. This bird must have remarkably keen sight for as it hovers high above the ground it searches for beetles and mice. If it sees one, down it swoops to seize its prey.

Have you ever thought about the position of animals' eyes? The eyes of the lion, cat, and wolf are placed in front of the head, while the eyes of a horse, rabbit, and sheep are at the side of the head. Why is this? If you remember what we said about our own eyes you will be able to give the answer. With two eyes looking at the same object an animal can get a good picture of an object and can judge accurately the distance to the object. If only one eye is turned to the object then it cannot be seen clearly nor can its distance be judged accurately. Such an eye will, however, be able to see the movement of an object. Now the lion, cat, and wolf are hunting and flesh-eating animals and when they are stalking some

victim they want to see it clearly and to judge its distance away so that when they spring they can land on the victim.

The horse, rabbit, and sheep are not hunting animals but plant-eaters. It is not necessary for them to judge accurately the distance to their food supply. It is, however, important for them to see any enemy approaching. These animals have their eyes on the side of the head and by this arrangement they can see not only in front of them but also at the sides and even behind them. They cannot focus both eyes at the same time on an object. They will not see the objects clearly, but they will be able to see any signs of movement in front, at the sides or behind them and thus prepare for flight.

Have you noticed how the eyes of a frog seem to pop out of its head? This is very useful for it enables the frog to rest in a pond with its body hidden under water and only its eyes above the surface. The crocodile has eyes like this and so it can wait for victims with its body hidden under water and its eyes above water, watching.

Like us, animals must focus their eyes to see objects at different distances. We are able to see objects at different distances by altering the shape of the lens. Many vertebrates also use this method, but not all. Birds are able to see objects at varying distances by moving the lens backwards and forwards. Most cold-blooded animals focus their eyes in the same way. Fish are really short-sighted and can only see clearly and easily nearby objects. By moving the lens nearer to the retina in the back of the eye a fish is able to see more distant objects. They cannot see very far even then. In some fish this distance may be two or three feet and in other about forty feet.

There is still one form of eye that so far we have not talked about. It is the *Compound Eye*, which is the type of eye seen in insects chiefly and in a few other animals. If you examine the eye of a housefly or a butterfly under a microscope you will see that it seems to be divided up into a large number of tiny hexagons. Each of these tiny hexagons is a tiny eye, each with its own tiny lens and sensitive nerve cell and nerve-ending. Exactly what an insect sees we cannot say. Perhaps the tiny pictures from each eye are all composed by the fly's minute brain into one picture. Usually an insect has two large compound eyes. A dragonfly has two large compound eyes and a number of small single eyes. With these a dragonfly has good sight and is able to see an insect at some distance and seize it in its jaws while still in flight.

F. TYRER, *Going on Living*

*Answer the following questions on the Reading Passage:*

1. Had the first forms of animal life eyes?
2. Has the amoeba eyes?
3. What kind of organism is the amoeba?
4. What happens when strong light is shone on the amoeba?
5. How does the earthworm react to light?
6. How is the earthworm able to distinguish between light and darkness?
7. Can an earthworm see?
8. Where can Rag-worms be found?
9. Have you ever caught a Rag-worm?
10. What kind of eyes have snails and slugs?
11. Are the eyes of all vertebrates the same?
12. On what sense do human beings most depend?
13. What sense is very important in dogs?
14. What animals have very keen sight and why?
15. What food does a Kestrel eat?
16. Where are the eyes of a horse placed?
17. What kind of eyes must a flesh-eating animal have?
18. Can a horse focus both eyes on an object?
19. Why do frogs' eyes seem to pop out of their heads?
20. What kind of an eye has an insect?

## NEW WORDS

<i>response</i>	[ris'pons]	<i>kestrel</i>	['kestrəl]
<i>to affect</i>	[ə'fekt]	<i>to hover</i>	['hovə(r)]
<i>amoeba</i>	[ə'mi:bə]	<i>to swoop</i>	[swu:p]
<i>apparently</i>	[ə'parəntli]	<i>to focus</i>	['fəukəs]
<i>sensitive</i>	['sensitiv]	<i>to pop out</i>	['pop 'aut]
<i>earthworm</i>	['ə:θwə:m]	<i>crocodile</i>	['krokədail]
<i>burrow</i>	['bʌrəu]	<i>to alter</i>	['o:ltə(r)]
<i>projection</i>	[prə'dʒekʃən]	<i>housefly</i>	['hausflai]
<i>segment</i>	['segmənt]	<i>butterfly</i>	['bʌtəflai]
<i>rag-worm</i>	['ragwə:m]	<i>dragonfly</i>	['dragənflai]
<i>pit</i>	[pit]	<i>to tour</i>	[tuə(r)]
<i>jelly</i>	['dʒeli]	<i>blizzard</i>	['blizəd]
<i>lens</i>	[lenz]	<i>to bound</i>	[baund]
<i>slug</i>	[slʌg]	<i>cask</i>	[ka:sk]
<i>vertebrate</i>	['və:tibrɪt]	<i>rescue</i>	['reskju:]
<i>focus</i>	['fəukəs]		

## GRAMMATICAL EXPLANATIONS

"*Genitivo de Inversión*". *Distintos casos de yuxtaposición*.—Suponemos ya familiaridad con el uso y empleo del "*Possessive Case*" o Genitivo Sajón. Una de sus características es la supresión de la preposición "*of*" = *de*, cuando ésta indica posesión o pertenencia y el poseedor es una persona o cualquier ser animado; asimismo se suprime en algunos casos especiales.

Hay otras formas de traducir la preposición "*de*" cuando esta preposición *no* expresa posesión, sino otra relación cualquiera.

Obsérvese en las siguientes oraciones la distinta manera de traducir el "*de*" castellano y también su supresión en la mayoría de los casos:

- |   |                                     |
|---|-------------------------------------|
| 1. La casa <i>de</i> mi padre                   | = My father's house.                |
| 2. La casa <i>de</i> piedra                     | = The stone house.                  |
| 3. El balcón <i>de</i> esta casa                | = The balcony <i>of</i> this house. |
| 4. El salto <i>de</i> agua                      | = The water-fall                    |
| 5. Una lámpara <i>de</i> gas <i>de</i> la calle | = A street gas-lamp.                |

Las construcciones 2, 4, 5, en las que un nombre califica o determina a otro nombre, son muy corrientes en inglés. Podríamos llamar a esta modalidad *Genitivo de Inversión*. Así en la (2) el sustantivo *stone* lo hemos colocado delante de otro sustantivo *house*, igualmente que en la (4) *water* va delante de *fall*.

En la oración (5) el nombre *street* va colocado delante de *gas*, y a su vez, éste delante de *lamp*.

Lo más corriente es encontrar esta yuxtaposición de nombres en compuestos de dos en dos; menos frecuentes son las combinaciones de tres y de cuatro. Las palabras que integran estas combinaciones no son siempre sustantivos. Pueden ir también gerundios y participios en combinación con un sustantivo.

Es evidente que aunque las palabras *stone*, *water*, *street*, *gas*, aisladamente son nombres, en las oraciones 2, 4, 5, hacen oficio de adjetivos, y por lo tanto en estos casos son verdaderos adjetivos e igualmente *invariables*.

NOTA.—Los compuestos de gerundio y nombre, y participio y nombre, van casi siempre unidos por un guión (-). No obstante, el guión tiende a desaparecer, aunque en algunos casos la ausencia del guión da un significado distinto.

In Winter, Mr. Jepson grows vegetables in his *green-house*.

En invierno, el Sr. Jepson cultiva verduras en su invernadero.

My friend Richard lives in a little *green house* by the river.

Mi amigo Richard vive en una casita verde junto al río.

## DISTINTOS CASOS DE YUXTAPOSICION:

- a) Un nombre colocado delante de otro nombre lo define diciéndonos la clase de persona o cosa, teniendo el primer sustantivo el valor de un adjetivo.

1. a gas kitchen
2. a water-escape
3. a hand-drill
4. a rabbit-skinner
5. lamp-oil
6. a lion-cage
7. a money-box
8. table-talk
9. police-station
10. peace-time

*Write the meaning in English in your copy-book*

- b) Igualmente un sustantivo puede colocarse delante de otro para indicar la sustancia o el material de que está hecho un objeto.

1. a marble-floor
2. an iron-chair
3. a gold-chain
4. a tomato soup
5. a plastic-spring
6. a chocolate-cake
7. a straw-hat
8. a tin-roof
9. a cotton-shirt
10. a silk-tie

*Write the meaning in English in your copy-book*

- c) También los nombres y gerundios se usan como adjetivos para indicar el uso al cual se destina una cosa.

1. breakfast-cups
2. dessert-knives
3. a race-horse
4. a can-opener
5. the waste-pail
6. the dining-room
7. writing-paper
8. drinking-water
9. swimming-pool
10. carving-knife

*Write the meaning in English in your copy-book*



d) Así exactamente los sustantivos colocados delante de otros nombres sirven para indicar el sitio o lugar a que pertenece una cosa.

1. the kitchen-window
2. the dining-room clock
3. the bedroom-arm-chair
4. the farm-fields
5. the hospital-ward
6. the city-parks
7. the church-bells
8. the bath-room lamp
9. the park-keepers
10. the school-desks

*Write the meaning in English in your copy-book*

e) Finalmente, como se ha dicho al principio, también los gerundios y participios se usan como adjetivos delante de los nombres para reflejar diferentes significados.

1. sewing-machine
2. writing-desk
3. one-eyed boy
4. ill-bred child
5. well-dressed man
6. bad-tempered man
7. cold-blooded people
8. red-haired girl
9. short-sighted person
10. ill-humoured gentleman

*Write the meaning in English in your copy-book*

### *A Joke*

Tom and Jack, while touring Switzerland, got caught in a sudden Alpine blizzard. They had given up all hope of being rescued when suddenly a St. Bernard dog came bounding through the snow, a cask of brandy fastened to his collar.

"Look!" cried Tom. "Here comes man's best friend to the rescue!"

"Yes, you are right", said Jack. "And look at the big dog with it."

## EXERCISES

A) 1. *Translate the following compounds into Spanish:*

2. *Form a sentence with each:*

- |                       |                              |
|-----------------------|------------------------------|
| 1. day light          | 15. salt water fish          |
| 2. airfield           | 16. worn-out shoes           |
| 3. melting-pot        | 17. built-in wardrobe        |
| 4. writing-desk       | 18. dining-room furniture    |
| 5. evening-dress      | 19. a well-bred boy          |
| 6. sleeping-car       | 20. a tin-roofed hut         |
| 7. factory worker     | 21. a fancy-dress ball       |
| 8. tiger-hunting      | 22. a fire-proof brick       |
| 9. wood-cutting       | 23. an air-mail letter       |
| 10. spring-weather    | 24. a self-governing country |
| 11. travelling-ticket | 25. a well-lighted room      |
| 12. school-fellow     | 26. a good-looking girl      |
| 13. fellow-worker     | 27. a five-year-old boy      |
| 14. country house     | 28. a well-off family        |

B) *Rewrite the following sentences forming "compound nouns":*

Ex.: This play is famous all over the world; so it is *a world-famous play*.

1. These are animals that eat men; so ————
2. This is the paper that I use for writing; so ————
3. This is the table on which my mother irons; so ————
4. He is a man who is mad on music; so ————
5. This is a cat that has only one eye; so ————
6. This is a girl who is ten years old and has blue eyes; so ————
7. This is a sword that has two edges; so... ————
8. A traveller who is sick for home, is a ————
9. A horse whose feet are sore, is a ————
10. A ceremony that inspires awe, is an ————
11. A firm that publishes books, is a ————
12. An inspection that is done on the spot, is an ————

C) *What do you call the following things in English? Here is an example to show you:*

Ex.: A kitchen that uses gas = *a gas kitchen.*

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. An album for photographs.      | 11. A man with one leg.         |
| 2. A book about aeroplanes.       | 12. A cage for a bird.          |
| 3. A collection of stamps.        | 13. A belt made of leather.     |
| 4. A basket for waste paper.      | 14. A bottle for wine.          |
| 5. A book with telephone numbers. | 15. Time to go to bed.          |
| 6. A stick for walking.           | 16. A box for chocolates.       |
| 7. A hat made of paper.           | 17. A spoon for tea.            |
| 8. A shelf for books.             | 18. A fence for a garden.       |
| 9. A girl with dark hair.         | 19. A worker on a farm.         |
| 10. A pen made of silver.         | 20. A room used for sitting in. |

D) *Translate into English:*

- |  |   |
|--|---|
| 1. Hace un año que ellos no viajan.          | 8. Ellos vivieron en esta casa durante nueve años.          |
| 2. El no ha fumado desde hace una semana.    | 9. ¿Cuánto tiempo hacía que no visitabas este museo?        |
| 3. ¿Cuánto tiempo hace que no vas al teatro? | 10. Ella está trabajando en esta firma desde agosto pasado. |
| 4. Hace quince días que él llegó.            | 11. El nos acompañó hasta la plaza Bolívar.                 |
| 5. Esta historia sucedió hace mucho tiempo.  | 12. ¿Desde cuándo conoces a esa chica?                      |
| 6. El ha estado trabajando desde las cuatro. |   |
| 7. ¿Hace tres años que vives en este país?   |   |

E) *Put in the suitable prepositions:*

- |  |   |
|--|---|
| 1. He seldom goes hunting — winter.  | 6. I don't think he was — prison then.        |
| 2. All the doors were locked, he had to escape — jumping out — the window. | 7. Do it — once and be quiet.                 |
| 3. Mrs. White still dresses — the French fashion.                          | 8. The soldiers marched — the Avenue.         |
| 4. They live — a big house not far — here.                                 | 9. What is wrong — this?                      |
| 5. What did Peter do that —?   | 10. He is — school — the afternoon.           |
|  | 11. My friend works — his garden — Saturdays. |

- |   |  |
|---|--|
| 12. He lives in this cottage — June — August. | 17. She has not seen me — last spring.                                     |
| 13. The liner is now ten miles — the harbour. | 18. He put the light — because she could not read — the dark.              |
| 14. They arrived — London — 10 o'clock.       | 19. If you are ill, send — the doctor. He will find — what is wrong — you. |
| 15. He heard the news — the radio.            | 20. They travelled — night and rested — the day.                           |
| 16. She will do it — ten minutes.             |  |

### PRONUNCIATION EXERCISE

Acentuación de palabras compuestas (IV) (o de ciertas composiciones).

*Modelo núm. 3.* En las siguientes combinaciones, el acento recae sobre las dos palabras.

a) ADJETIVO + SUBSTANTIVO

'cold 'milk, 'warm 'day, 'pretty 'girl, 'long 'walk, 'clean 'glass, 'hot 'water, 'first 'class, 'good 'will, 'new 'year, 'free 'trade, 'full 'length, 'musical 'comedy, 'open 'air.

b) ADVERBIO + ADJETIVO

'very 'tall, 'rather 'hot, 'awfully 'cold, 'nicely 'done, 'really 'true, 'most 'beautiful, 'quite 'right, 'well 'dressed.

c) SUBSTANTIVO + SUBSTANTIVO

'box 'office, 'country 'house, 'cream 'cheese, 'farm 'house, 'lawn 'tennis, 'lord 'mayor, 'olive 'oil, 'sea 'shore, 'shop 'window, 'silver 'paper, 'town 'hall, 'week 'end, 'kid 'glove, 'mutton 'chop.

d) SUBSTANTIVO + SUBSTANTIVO + ER

'company co'mmander, 'gas 'burner, 'screw pro'peller, 'stage 'manager, 'vacuum 'cleaner, 'wrong 'doer.

e) SUBSTANTIVO + ADJETIVO

'snow 'white, 'sky 'blue, 'stone 'cold, 'skin 'deep, 'navy 'blue, 'milk 'white, 'knee 'deep, 'brand 'new, 'blood 'red.

## LESSON TWENTY-FOUR

### *Internal Combustion Engines*

The internal combustion engine, which is light and powerful, has enabled men to fly; and journeys that used to take weeks can now be made in a day.

In the passage given here, Dr. Flood describes some of the qualities of this engine. The piece comes from his book, *Machines and Engines* (1949), in the series Science in the Modern World.

The petrol engine has been used to drive almost every kind of thing which runs on wheels —motor-cars, motor-bicycles, ploughs and other machines on a farm, carts for carrying goods— and the engine is used in many kinds of aeroplanes. The first car driven by an internal combustion engine was seen on the roads in 1894. Early cars were very strange: their engines had only one cylinder and the tyres on the wheels were made of iron or of solid rubber. The cars made such a noise that everyone knew when they were coming. In those days, a cart with an engine instead of a horse was thought to be dangerous, and in England a man had to *walk* in front of a car, carrying a red flag, to warn people of the danger! That rule ended in 1896, and from that time motor-cars have been greatly improved. Now we can ride very comfortably and quietly in a car which on a good road can easily reach 70 miles an hour. Racing cars, with more powerful engines, can travel much faster. At the moment, the greatest speed reached in a racing car is about 400 miles an hour and perhaps by the time you read this, men will have travelled at even greater speeds.

A petrol engine is excellent for an aeroplane because it is not heavy; in fact, aeroplanes only became possible when this kind of engine had been invented. Aeroplane engines are now made so that they weigh little more than 1 lb. for every horse-power. Thus a 1,000 H.P. engine weighs little more than 1,000 lb. The engine works in the same way as the motor-car engine but it is much more powerful.

The cylinders and pistons are arranged in various ways. In some engines, for example, there are two rows of cylinders and the rows are arranged like the two sides of the letter V. Each pair of pistons, one on each side of the V, works one crank. In other engines the cylinders are arranged round the axle like the spokes of a wheel. The air-screw of an aeroplane must turn at a speed of 1,200-1,500

revolutions a minute, which is a suitable speed for an internal combustion engine. The engine works best at high speeds and usually no cog-wheels need be used. Men can travel faster in an aeroplane than in any other way. Speeds of 600 miles an hour are common, and much greater speeds have been reached. At 600 miles an hour you would travel ten miles in a minute!

We have yet to consider how good a petrol-engine is. It has the advantages that it is light in weight and can easily be controlled. It can be made in various sizes and, except for aeroplanes, it is usually made to give moderate powers, for example 4-150 H.P. The horse-power of a motor-car is usually between 8 and 20. In an aeroplane, big engines may reach 1,000 H.P.

The efficiency of a petrol engine is about 25 %; that is, about one quarter of the energy from the petrol does useful work. This is better than the efficiency of a steam engine, but it is not good. And petrol is not cheap: only a small part of the petroleum obtained from the ground consists of petrol.

W. E. FLOOD, M. A., Ph. D.

*Answer the following questions on the Reading Passage:*

1. When was the first car seen on the roads?
2. What is a comfortable speed for a good car?
3. How much faster can a racing car go than an ordinary one?
4. What is the world speed record for cars?
5. When was flying made possible?
6. Why is a petrol engine excellent for aeroplanes?
7. When does an engine work best?
8. How are the cylinders on an engine usually arranged?
9. How are the cylinders arranged around the axle?
10. What is a common speed of an aeroplane?
11. Is petrol cheap?

#### NEW WORDS

<i>combustion</i>	[kəm'bastʃən]	<i>crank</i>	[kraŋk]
<i>powerful</i>	['paʊəfʊl]	<i>axle</i>	['aksəl]
<i>plough</i>	[plau]	<i>spoke</i>	[spəʊk]
<i>cylinder</i>	['silində(r)]	<i>air-screw</i>	['ɛəskru:]
<i>tyre</i>	['taɪə(r)]	<i>cog-wheel</i>	['kɒɡwi:l]
<i>to warn</i>	[wɔ:n]	<i>efficiency</i>	[i'fiʃənsi]
<i>piston</i>	['pɪstən]		

## EXERCISES

### A) *Translate the following sentences into English:*

1. Espérame aquí hasta que venga.
2. Ella le preguntó dónde estaba la salida.
3. Creo que ella tuvo un gran éxito.
4. Estoy contento de poder ayudarte.
5. No lo hagas hasta que yo te lo diga.
6. Veo que está lloviendo.
7. Acuéstate y no te levantes hasta que te llame.
8. No hables tanto y trabaja más.
9. Me gusta dormir en un colchón de plumas.
10. ¿Te gusta escuchar la música mientras trabajas?

### B) *What do you call the following things in English?*

1. Soup made of potatoes.
2. A box made for matches.
3. A hat made of silk.
4. A mat placed in front of a door.
5. A glass used for holding brandy.
6. A gate of a city.
7. The handle of a door.
8. A chair with arms.
9. The window of a bedroom.
10. A jug used for holding milk.

### C) *Put the verbs into the correct tense:*

1. When I (look) out of my window this morning, it (snow).
2. He (stop) reading and (look) up.
3. He (ask) me if I (hear) the latest (news).
4. "Stop (talk)", the teacher said.
5. I (take) her out to dinner last night.
6. If it (snow) I (go) skiing.
7. He (wonder) who (come) now.
8. You (read) the book I (give) you yesterday?
9. It not (snow) for many years.
10. We (be) hungry. We not (eat) for six hours.

### D) *Supply the correct tense, "Present", "Past" or "Present Perfect" of the following irregular verbs:*

1. Mr. Ley (be) born in London, but (spend) most of his life in South America.
2. He (fight) in the Great War.
3. The wind (blow) for six hours.
4. He (cut) his hair every fortnight.

- |   |                                  |
|---|----------------------------------|
| 5. They (build) many houses since 1962. | 8. It not (freze) last week.     |
| 6. I (see) her (do) it last month.      | 9. It not (freeze) for ten days. |
| 7. The dog (eat) his food very quickly. | 10. He (drink) a lot last night. |

E) *Put in the missing prepositions or adverbs:*

- |  |   |
|--|---|
| 1. Oranges are rich ... vitamins.          | 7. Look! I've bought this present ... you.  |
| 2. I'm not familiar ... that theory.       | 8. You must complain ... manager ... that.  |
| 3. She is married ... a Frenchman.         | 9. Who did you borrow that pen ...?         |
| 4. The young girl was mad ... joy.         | 10. You must talk ... that ... the teacher. |
| 5. Was the teacher angry ... the students? |   |
| 6. Who did you buy that car ...?           |   |



## LESSON TWENTY-FIVE

### *Sight in Animals (II)*

Besides being sensitive to light and forming pictures or images, we also use our eyes to recognise colour. Our eye is apparently sensitive to three colour sensations—red, green, and violet. The other colours we know are really different combinations of these three colour sensations. In this way we are able to recognise the colours of the rainbow—violet, indigo, blue, green, yellow, orange, red, and mixtures of these colours. Some people cannot recognise colours and are said to be *colour-blind*. Most colour-blind people find great difficulty in distinguishing between red and green colours. A colour-blind person can see things just as clearly as a person who is not colour-blind, and most of them can see quite a range of colours, but to them a red light looks the same colour as a green light.

Engine drivers, people who work on railways, ships, and aeroplanes have to pass tests, to discover if they are able to recognise colours. Why is this?

Have you noticed that many names of railway stations and road signs are now written in black letters on a yellow background? This is because black stands out clearly against yellow much more than black against white or white against black. Next time your teacher uses yellow chalk notice how it stands out more clearly than white chalk. For the same reason training aeroplanes in the Air Force flown by a pilot in training are coloured yellow, and so will be easily seen.

When animals are tested for seeing colours it is found that many animals are entirely colour-blind, while others are able to see colours. Most of the mammals, especially those which hunt by night, are colour-blind. Your dog cannot see colours, but sees everything as varying shades of grey. Many people when wearing something red will not go anywhere near a field in which cows or bulls are feeding. They seem to think that a red colour enrages these animals. This is not true, for bulls and cows cannot see red. On the other hand monkeys are able to recognise colours.

Birds are able to recognise colours. Experiments which have been performed show that they can see red, yellow, and green, but blue only with difficulty. The bright colours of the berries on the trees are readily seen by the birds and so

are eaten by them. We should expect birds to be able to see colours for many birds use colour to attract a mate. Usually it is the male bird which is gaily coloured, and a male bird can often be seen showing off his bright plumage before a female bird. Have you ever seen a peacock spreading out his wonderfully coloured tail feathers? It is a perfect pattern of colour and it is spread simply to show off.

If you were asked why many plants have brightly coloured flowers you would perhaps reply at once that it is to attract insects. If this is true then it means that insects can see colours. Experiments have been performed on bees and other insects which show that they do see colours. If you keep bees you can try a simple experiment. You will need plenty of patience, for the experiment must be done over and over again. Obtain several coloured cards, red, yellow, green, blue, white, and place them side by side near to the hives. The cards must be equally bright. On one of the cards, preferably the yellow or blue, place some syrup in a watch glass. Place an empty watch glass on each of the other cards. Repeat this for several days watching the bees which visit the cards. Now alter the arrangement of the cards and place no syrup on any of the cards. When the bees come this time they will fly straight to the colour which had had syrup on before. The bees have been trained to look for a certain colour and expect to find syrup there.

A similar experiment using a coloured card with syrup and surrounded by other cards in varying shades of grey has shown that insects do actually see colours and not shades of grey. Further experiments have shown that blue and yellow are the colours most readily recognised by bees. They can also see colours beyond violet which we cannot see. We usually call this ultra-violet light. Bees and other insects cannot, however, see red. Flowers in which there are yellow and blue colours will attract bees, but flowers which are a pure red colour will not attract them. There are only a few flowers which are a pure red colour. Most red flowers have also a touch of other colours. Some bee-keepers paint their hives different colours to help the bees to recognise their own hives more readily.

F. TYRER, *Going on Living*.

*Answer the following questions on the Reading Passage:*

1. What are the colours of the rainbow?
2. What are people called who cannot distinguish colours?
3. What are the two colours hard to distinguish?

4. Why have engine drivers to pass colour tests?
5. Why are the names of railway stations often written in black on a yellow background?
6. Are mammals that hunt by night colour-blind?
7. Why is this?
8. What are all colours to a dog?
9. Does the colour red annoy a bull?
10. Is it true that bulls are colour-blind?
11. What colours can birds recognize?
12. Why do we expect birds to be able to recognize colours?
13. Which is more highly coloured, the male or the female bird?
14. Have you ever seen a peacock spreading out its tail?
15. Why have many flowers bright colours?
16. Do you keep bees?
17. How is it possible to prove that bees can distinguish colours?
18. Can human beings see colours beyond violet?
19. What colours can't bees see?
20. Are there many flowers which have a pure red colour?

#### NEW WORDS

<i>colour-blind</i>	[ˈkʌləblaɪnd]	<i>peacock</i>	[ˈpi:kɒk]
<i>to enrage</i>	[ɪnˈreɪdʒ]	<i>to show off</i>	[ˈʃəʊ ˈɒf]
<i>gaily</i>	[ˈgeɪli]	<i>to bat</i>	[bat]
<i>plumage</i>	[ˈplu:mɪdʒ]	<i>barrier</i>	[ˈbəriə(r)]

#### A Joke

There was a terrific crash in the restaurant. Only one man remained calm. He had been waiting half an hour to be served.

"That," he said, without batting an eyelash, "was my waitress crashing the sound barrier!"

## EXERCISES

A) *Form questions for the following answers:*

- |  |  |
|--|--|
| 1. Yes, I'm tired of writing.                | 13. The centre forward scored a goal.            |
| 2. My tongue is in my mouth.                 | 14. Nobody telephoned you.                       |
| 3. No, I haven't seen him for a long time.   | 15. Yes, I prefer coffee to tea.                 |
| 4. I'm sorry. I haven't a tin-opener.        | 16. He stood up when I went into the room.       |
| 5. He is doing nothing at present.           | 17. I began the book last week.                  |
| 6. I would like a whisky and soda.           | 18. No, I didn't go to the theatre last night.   |
| 7. I have lived here all my life.            | 19. My father gave it to me.                     |
| 8. He lives on the sixth floor.              | 20. He gave it to me because it was my birthday. |
| 9. She can speak three languages.            |  |
| 10. She told him to come in.                 |  |
| 11. That boy is sixteen years old.           |  |
| 12. She wept because she had lost her money. |  |

B) 1. *Translate the following compounds into Spanish.*

2. *Form a sentence with each.*

- |                             |  |
|-----------------------------|--|
| 1. an old-fashioned style   | 13. a good-looking girl                            |
| 2. a six kilometre walk     | 14. a five-year-old boy                            |
| 3. a ready-made suit        | 15. a well-off family                              |
| 4. a sound-proof room       | 16. a ship-building company                        |
| 5. a second-hand car        | 17. a pair of hand-made shoes                      |
| 6. a left-handed boy        | 18. a mountain-locked village                      |
| 7. an out-door job          | 19. a pretty red-haired woman                      |
| 8. a silk sleeping-suit     | 20. a charming short-sighted girl                  |
| 9. a well-known product     | 21. a Caracas morning newspaper                    |
| 10. an air-conditioned room | 22. a well-mannered house-keeper                   |
| 11. a seven-roomed house    | 23. a power-driven flying-machine                  |
| 12. an absent-minded man    | 24. a smoky old-fashioned-looking railway-station. |

C) *Translate the following sentences into English:*

1. Es más difícil de hacer de lo que creí.
2. No veo; hay poca luz.
3. No hizo más que perder su tiempo y dinero.
4. Ella le preguntó a su madre cómo lo había hecho.
5. El humor británico no es fácil de entender.
6. ¿Sabes algo acerca de la historia de los Estados Unidos?
7. El ladrón robó en el Banco.
8. Ellos robaron 10.000 dólares.
9. Sabe ser muy amable cuando quiere.
10. Espero verle el domingo próximo.

C) *Put in the suitable prepositions:*

1. This country was — war — Farland.
2. Henry met me — the corner — the street.
3. He always comes — his office — foot.
4. They are going to build a house — the sea-side.
5. He could not translate the letter — French.
6. She is always happy — Christmas time.
7. Mary comes — town — her car.
8. Yes, ring me — Tuesday — 8 o'clock — the evening.
9. Mrs. Jepson is proud — you.
10. Walking is good — you.
11. This kind of work is new — me.
12. The book is divided — five parts.
13. — his opinion, I was right.
14. There was a small table — the middle — the room.
15. My place is — the top.
16. He was taken — a Frenchman.
17. Yes, the train comes — time today.
18. He gave back the money — last.
19. I don't know the reason — such a change.
20. He wanted to compare his work — mine.
21. The dog did not want to be separated — its old master.
22. He does not dream — becoming rich any more.

E) *Make questions for the following answers:*

1. Peter woke up at a quarter to eight.
2. She wrote a letter to her sister last month.

3. They left the house together.
4. John and Andrew took the chairs into the garden.
5. They had a drink before they went out.
6. Mr. Bruton likes sugar in his tea.
7. He cut himself while he was shaving.
8. He put the book back on the top shelf.
9. The children crossed the road.
10. Mr. and Mrs. Hopkins went into the country.

## LESSON TWENTY-SIX

### *Temperatures and Thermometers*

Edward Neville da Costa Andrade was born in 1887 and educated at University College, London, and at the universities of Heidelberg, Cambridge and Manchester. He served as an officer in World War I, and is Physics Editor for the Encyclopaedia Britannica. He was formerly Quain Professor of Physics in the University of London, and is a Chevalier of the Légion d'Honneur. Some of his books have been translated into other languages, including Burmese, Polish, French, Italian, Dutch, Danish and Swedish. They include *The Structure of the Atom*, *New Chemistry*, *Simple Science*, *The Atom and its Energy*, *Isaac Newton*, *An Approach to Modern Physics*, and *Physics for the Modern World* (1962), from which this piece is taken.

Temperature is measured by means of a thermometer. One general form of thermometer depends upon the fact that most solids and liquids expand as their temperature rises. There are one or two exceptions. There is, for instance, a kind of steel called invar (from "invariable") which does not change its dimensions as temperature changes; it is valuable for making pendulums, since, if the length of a pendulum changes, its time of vibration changes. It is also used for making very accurate measuring-scales. In both cases, then, changes of atmospheric temperature have no effect if invar is used.

Another exception is that very odd liquid, water, which has many strange properties. As water gets colder it contracts, which is ordinary behaviour, until it reaches the temperature of  $4^{\circ}\text{C}$ . above freezing point. After that, as it gets colder, it expands. This is fortunate—for consider the freezing of a pond. As the water on top gets colder, it shrinks; and so, volume for volume, it becomes heavier and sinks. This goes on until all the pond is at  $4^{\circ}\text{C}$ ., but after that, as the water becomes colder it expands. Therefore the colder water stays on top and freezes, covering the pond with ice. If the water went on contracting down to the freezing point, the pond would become a solid block of ice in the end. This would not worry people who live in hot climates, but it would be very serious for those who live in cold climates, especially for those who want to break the ice and catch fish which live in the cold water beneath.

A common form of thermometer is the mercury thermometer, consisting of a glass bulb attached to a stem with a fine bore. The bulb and a short part of the stem are filled with mercury. When the thermometer becomes warmer the mercury expands, the amount of expansion (noted on a scale engraved on, or attached to, the stem) measuring the temperature. Of course the glass expands too, but not as much as the mercury, so the mercury moves up the scale as the temperature rises.

In order to have the same reading on all thermometers at the same temperature it is necessary to have standard temperatures. The temperature at which water freezes is a fixed temperature and is used to graduate the thermometer. The temperature at which water boils is another temperature which is fixed if the atmospheric pressure is fixed. If, however, the atmospheric pressure is above normal, the boiling-point is a little higher. This is because the water has to be raised to a higher temperature for the steam to push back the greater pressure of the atmosphere.

Similary, if the pressure is low, the boiling-point is low. Up high mountains the atmospheric pressure is low, because there is a lesser thickness of air pressing down; and water boils at a much lower temperature than usual, so that it is difficult to make good tea.

There are different temperature scales in use. The one used in all scientific work is the centigrade scale, on which the temperature of melting ice is called  $0^{\circ}\text{C}$ . (C. standing for centigrade), and the temperature of water boiling at standard pressure is called  $100^{\circ}\text{C}$ . The space on the stem between  $0^{\circ}\text{C}$ . is divided into a hundred equal divisions.

PROFESSOR E. N. DA ANDRADE,  
*D. Sc., Ph. D., LL. D., F. Inst., F. Rs.*

*Answer the following questions on the Reading Passage:*

1. How is temperature measured?
2. When do most solids and liquids expand?
3. What does the word "invar" come from?
4. What would happen if water went on contracting down to freezing point?
5. Why would it be serious if the pond became a solid block of ice?
6. Do fish die when a pond freezes over?
7. Which is the commonest type of thermometer?
8. What standard temperature is used in your country?



9. At what temperature does water boil in your country?
10. How do you know if you have a temperature?
11. What do you do if you have a temperature?
12. Have you got a temperature now?

## NEW WORDS

<i>formerly</i>	[ˈfo:məli]	<i>mercury</i>	[ˈmæ:kjuri]
<i>thermometer</i>	[θəˈmomitə(r)]	<i>bulb</i>	[bʌlb]
<i>to expand</i>	[iksˈpand]	<i>stem</i>	[stem]
<i>invar</i>	[inˈva:(r)]	<i>lesser</i>	[ˈlesə(r)]
<i>pendulum</i>	[ˈpendjuləm]	<i>thickness</i>	[ˈθiknis]
<i>to shrink</i>	[ˈʃrɪŋk]		

## EXERCISES

A) *Put in the correct prepositions in the following sentences:*

1. Henry is always laughing — this poor girl.
2. He is an honest man and lives — his work.
3. His wife prevented him — lending the money.
4. Yes, I prefer coffee — tea.
5. Peter gets — very well — her fiancée.
6. I have never spoken to Mr. Buttle; I know him — sight.
7. The little boy was praying — his parents.
8. We have much pleasure — presenting you — this dog.
9. This country is very rich — minerals.
10. The search-lights were searching — some enemy plane.
11. This is not an exception — the rule.
12. He did not want to write the preface — my book.
13. I don't think it is good — you to go there.
14. He is very worried — a loan he made.
15. I warned him — the danger carrying — such a plan.
16. He can supply you — everything you need.
17. My friend James is very good — languages.

B) *Complete the following sentences:*

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. On arriving at the station .....   | 6. On leaving the station .....      |
| 2. On seeing his mother .....         | 7. On hearing about the accident ... |
| 3. On examining the case .....        | 8. On returning home .....           |
| 4. On stepping out of the train ..... | 9. On receiving the news .....       |
| 5. On reaching Caracas .....          | 10. On becoming a doctor .....       |

C) *Put in "that" or "where":*

1. The house ... we bought in Maracaibo is very beautiful.
2. The oil ... he gave me for my car was not very expensive.
3. This firm has a tractor ... has had a break-down.
4. The machines ... you see at the corner are all new.
5. The school ... my brother works is near the church.
6. These workmen work in a street ... there are no houses.
7. My mother has a parcel ... is very big.
8. These boys have bicycles ... have very bad steering.
9. The engineering ... I have been studying is for this firm.
10. These men are standing near a shop ... is near the press office.

D) *Translate into English:*

- |                                      |   |
|--------------------------------------|---|
| 1. Yo creía que él estaba aquí.      | 7. Hablamos con él la semana pasada.      |
| 2. El se bebió todo el whisky.       | 8. Se me olvidó preguntarle a ella.       |
| 3. Las flores crecieron rápidamente. | 9. Ella compró un bolso nuevo.            |
| 4. ¿Quién construyó esta casa?       | 10. La reunión comenzó hace diez minutos. |
| 5. El no tomó su tren.               |   |
| 6. Nadie me dijo nada.               |   |

E) *Put in "who" or "whose" where necessary:*

1. The woman ... comes here regularly is a librarian.
2. The grocer ... shop is at the corner has a bad throat.
3. The nurse ... we spoke to afterwards in this hospital.
4. These chaps ... are sitting outside are waiting for the teacher.
5. Those doctors ... hospital this is are very clever.
6. These boys ... have books study English.

7. That person ... knows how to cure the common cold is not a doctor.
8. In this affair the lawyer ... visited them often did not know what to do.
9. The workmen, ... jackets you see here, are standing in that room.
10. The doctor ... Mr. Kelly went to, told him to go to bed.

## PRONUNCIATION EXERCISE

### *Acentuación.*

El acento, a veces, hace cambiar el significado, ya si se coloca en la primera o segunda palabra.

#### *Con un solo acento en la 1.<sup>a</sup> palabra*

'English book, libro para enseñar inglés.

'English teacher, profesor de inglés.

'blackbird, mirlo.

'blackboard, encerado para escribir.

'blackleg, esquírol.

'greenhouse, invernadero.

'hot-house, invernadero.

'White House, mansión del presidente de los Estados Unidos.

'greybeard, anciano.

'copperplate, grabado en cobre.

'tallboy, cómoda alta con cajones superpuestos.

#### *Con un acento en cada palabra*

'English 'book, un libro impreso en inglés.

'English 'teacher, cualquier profesor que sea inglés.

'black 'bird, un pájaro que sea negro.

'black 'board, una tabla que sea negra.

'black 'leg, una pata que sea negra.

'green 'house, una casa que sea verde.

'hot 'house, una casa que esté caliente.

'white 'house, una casa que sea blanca.

'grey 'beard, barba gris.

'copper 'plate, plato de cobre

'tall 'boy, chico alto.

## LESSON TWENTY-SEVEN

### *Jupiter and the Outer Planets*

Patrick Moore has been interested in astronomy since he was a boy. During the war he joined the Royal Air Force, in which he served as a bomber-navigator and as a Meteorological Officer. He now has his own observatory, and studies the moon and the planets. For many years he has been the Director of the British Astronomical Association's Mercury and Venus Section. He lectures and broadcasts frequently.

This passage is taken from *Stars and Space* (1960), one of his many books on astronomical subjects.

Jupiter is unlike the Earth in almost every way. Astronomers used to think that it was made up of a central rocky core, surrounded by a layer of ice over which lay a deep, dense atmosphere. Nowadays it is thought more probable that the whole globe is made up of gas, though near the middle of the planet this gas is so dense that it starts to behave in a most curious way. At any rate, the surface which we see through our telescopes is certainly made up of gas. There is a great deal of hydrogen, some of which has combined with other materials to form unpleasant compounds such as ammonia and marsh-gas. It is quite clear that no life can exist there; not only is the atmosphere poisonous, but Jupiter is so far from the Sun that it is always very cold. The temperature can never rise much above minus 200 degrees Fahrenheit.

The surface details are always changing, and indeed Jupiter never looks the same for long at a time. The axial rotation is very quick, and the "day" there is less than 10 hours long, so that the various features seem to drift across the disk from one edge to the other. If you are able to use a reasonably powerful telescope, you will be able to notice this drift over a period of only a few minutes.

The most famous marking on Jupiter, and the only one that seems to have lasted for more than a hundred years, is the Great Red Spot. This is a tremendous patch 30,000 miles long. Nobody knows quite what it is. It may be a semi-solid body floating in Jupiter's atmosphere, but it still remains very much of a mystery.

Saturn, the outermost of the planets known in ancient times, is rather smaller than Jupiter; even so, it has a diameter of 75,000 miles, so that it is a giant when compared with the Earth. To the unaided eye it is fairly bright, but looks just like a yellowish star, and is not always easy to recognise unless you know where to look for it.

Saturn's globe is very like that of Jupiter, but the planet is more beautiful, because it is surrounded by a wonderful system of rings. These rings are not solid sheets, but are made up of thousands of small pieces of material whirling round Saturn in the manner of dwarf moons. A small telescope will not be powerful enough to show them, but a three-inch refractor will give an excellent view, as well as showing Titan, the brightest member of Saturn's family of nine satellites. It is possible that the rings are the broken remains of an old moon of Saturn which approached too closely to the planet, and was torn to pieces by the very powerful pull of gravity.

In 1781 William Herschel, a German amateur astronomer living in England, was searching the sky with a telescope which he had made himself, when he found a strange object which did not look like a star. It soon proved to be a new planet, now called Uranus. It has about half the diameter of Saturn, and is twice as far from the Sun, so that it is even colder.

Since then, two more planets have been discovered. Neptune is an almost perfect twin of Uranus, but Pluto, the most distant member of the planet family, is only about the size of Mars.

PATRICK MOORE, F. R. A. S.

*Answer the following questions on the Reading Passage:*

1. Is there any similarity between Jupiter and the earth?
2. What did astronomers think it was made up of?
3. What does the surface of Jupiter consist of?
4. Give two reasons why nobody could live on Jupiter.
5. Why does Jupiter never look the same for long at a time?
6. What do you need to be able to see this drift?
7. What do some people think the Great Red Spot is?
8. Which is the outermost of the planets known in ancient times?
9. What does Saturn look like to the naked eye?
10. What is the system that surrounds Saturn?
11. What do some people think the rings are made of?
12. Who discovered Uranus?

## NEW WORDS

<i>astronomy</i>	[əs'tronəmi]	<i>drift</i>	[drift]
<i>to lecture</i>	['lektʃə(r)]	<i>patch</i>	[patʃ]
<i>to broadcast</i>	['bro:dkɑ:st]	<i>outermost</i>	['autəməust]
<i>astronomer</i>	[əs'tronəmə(r)]	<i>to the unaided eye</i>	[tu ði 'ʌn'eidid 'ai]
<i>core</i>	[ko:(r)]	<i>to whirl</i>	[wə:l]
<i>telescope</i>	['teliskəup]	<i>dwarf</i>	[dwo:f]
<i>hydrogen</i>	['haidridʒən]	<i>refractor</i>	[ri'fraktə(r)]
<i>ammonia</i>	[ə'məujə]	<i>gravity</i>	['graviti]
<i>marsh-gas</i>	['ma:ʃ'gas]	<i>rough</i>	[rʌf]
<i>minus</i>	['mainəs]	<i>steward</i>	[stujəd]
<i>axial</i>	['aksjəl]	<i>to persuade</i>	[pə'sweid]
<i>to drift</i>	[drift]	<i>cabin</i>	['kabin]

## A Joke

Although the weather was not very rough, a passenger in the dining-saloon showed signs of being ill in the very near future. The steward was persuading him to retire to his cabin.

"Come, sir", he said, "you really can't be sick here".

The pale-faced passenger looked at him and said:

"Can't I? Just watch!"

## EXERCISES

A) *Put the verb in brackets in the correct tense:*

1. When I entered he (have) tea with my friend.
2. The next thing he (find) was a gold coin, which (bury) for centuries.
3. Henry (dig) in the garden when the rain (start).
4. I still (work) at that office when Mr. Poser (resign).
5. The firemen (creep) too close, and their clothes soaked in oil (catch) fire.
6. Isn't she glad that I (write) the letter?
7. It seems to me a long time since I (see) him last.
8. Sooner or later they (enter) into an agreement with us.

9. Do you think anybody (see) him if he does it?
10. He could not tell me whether he (finish) getting everything ready by this time tomorrow.
11. She told me that a week before Easter she (write) me a letter.
12. I should not like him (come) tonight.

B) *Put in the words "for" or "since" where necessary:*

1. I have lived there ... three years.
2. We have been talking to the students ... an hour.
3. My son is going to England ... a year.
4. I haven't seen them ... Tuesday.
5. He has been writing a letter ... half an hour.
6. These boys have been rowing in the river ... two o'clock.
7. We have not spoken to John ... we saw them last.
8. I have not been to the pictures ... the last two years.
9. I have been thinking about it ... last week.
10. I haven't seen him ... Monday.

C) *Fill in the blanks choosing the correct word or the correct form of the word from those in brackets:*

1. Is there ... bus to ... town where ... Carters live? (a, the).
2. This bacon ... (taste) far too salty.
3. The food wants ... (finish up). Who wants ... (finish up) the cold meat?
4. I once ... (see) "Hamlet", but I ... (not see) any of Shakespeare's other plays.
5. Some friends of mine ... (come) to dinner tonight; I think you ... (like) them.
6. He has been living in Madrid ... two years. His sister has been here ... three years, and his brother ... last January (since, for).
7. We ... (walk) to the station when it ... (begin) to rain.
8. If she were older, she ... (have) more sense.
9. The dog ... (bite) you if it had not been tied up.
10. Would you mind ... (help) me with my homework?

D) *Translate into English:*

1. Voy a que me arreglen el reloj.
2. Ayer fui a la sastrería a que me hicieran un traje.
3. Si no sabes escribir a máquina debes ir a que te la escriban.
4. Tienes que ir a que te corten el pelo.
5. Quiero que me arreglen el automóvil.
6. Mrs. Smith ha hecho que le limpie las habitaciones.
7. Si tienes la chaqueta sucia, debes hacer que te la limpien.
8. ¿Dónde se hizo ella el vestido?
9. ¿Pintarás la habitación o harás que te la pinten?
10. ¿Se ha roto el reloj? Debes hacer que te lo arreglen.

E) *Complete the following sentences:*

1. ... present the population of Great Britain is about fifty-three million.
2. ... arriving at the valley we began to hear the people talking their own dialect.
3. I couldn't understand them ... all.
4. It was very kind ... her to take the boy to the hospital in her car.
5. He has arrived ... last.
6. I haven't much petrol: I must get some more ... the garage ... the middle of the town.
7. Put the address ... the top of the page ... the right.
8. Are you interested ... watching TV?
9. I must write that ... my notebook.
10. The school doctor looks ... the children's health.
11. The British Isles consist ... England, Scotland, Wales and Ireland.
12. A pack of cards consists ... fifty-two cards.



## LESSON TWENTY-EIGHT

### *Electricity in Early Days*

A short outline of the early history of electricity is given in Geoffrey Gerard's book *The Young Man's Guide to Electrical Engineering* (1962), and in the piece given below the author is describing the work and experiments of some of those who made the first valuable discoveries in this science. The author has written other books on the uses of electricity; and he had the help of large electrical engineering companies, the Institute of Electrical Engineers, and the Central Electricity Generating Board, in writing this book. He is a Fellow of the Royal Society of Edinburgh.

The next step was the invention of the Leyden jar, which appeared somewhere about the middle of the eighteenth century. The Leyden jar is a kind of condenser. An early type consisted merely of a bottle containing water (or alcohol or mercury) with a long nail dipping into the liquid.

The use of the Leyden jar was that it enabled electricity to be stored. True, it was not of much practical value, but at least it caused plenty of amusement. We read accounts of people experimenting with electric shocks from Leyden jars. Indeed, on one occasion, a whole company of monks formed a line nine hundred feet long with wires making contact from man to man. They certainly experienced more than they expected; for when the ends of the wires were joined to a battery of charged Leyden jars, all the monks leaped into the air.

An unwise experiment which is often mentioned is Benjamin Franklin's famous kite in a thunderstorm. Franklin came off rather well in this. Not only did he show that lightning behaves in the same way as the sparks from an electric machine, but also he escaped being electrocuted.

An important advance was the invention of the simple electric cell. This came about as the result of the work of two men, Galvani and Volta. The Italian, Luigi Galvani, discovered by chance that electricity from a Leyden jar on an electric machine would cause the legs of a dead frog to move. This puzzled Galvani, so he started experimenting in order to try to discover the cause.

He discovered that if two pieces of unlike metal, say copper and zinc, were placed on a nerve and a muscle, and then brought into contact with each other, the dead frog could be made to move. Galvani realized that it was the action of two different metals in the frog's leg that produced the electricity.

His discovery greatly interested one of his countrymen, Volta, who carried out many experiments with metals and chemicals. Volta succeeded in producing a simple form of cell which is the parent of modern batteries. The invention of Volta's cell is important, because it meant that for the first time it was possible to maintain an electric current for a long period. This was unlike the Leyden jar, which merely gave a sudden rush of current.

In 1819 the Danish scientist Oersted, like many other great pioneers, found out accidentally that a relationship exists between electricity and magnetism. By chance a wire connected to a battery was moved near a compass needle on the table. Oersted was astonished to notice that when current passed through the wire the compass needle was moved. It no longer pointed to the north. Oersted's discovery interested the French scientist Ampere, and as a result of patient experimenting he succeeded in fixing the laws which govern electro-magnetic effects.

We now come to the man whose discoveries made modern electrical engineering possible. He was Michael Faraday, born in 1791 in Yorkshire. Faraday discovered that an electric current will flow in a coil of wire when the coil is rotated between the poles of a magnet. Basically all electric generators in power stations today work on this principle.

GEORGE GERARD, F. R. S. E., A. M. I. E. E.

*Answer the following questions on the Reading Passage:*

1. When was the Leyden jar invented?
2. What was the use of a Leyden jar?
3. What was Benjamin Franklin's famous experiment?
4. Have you ever flown a kite in a storm?
5. Have you ever seen a ray of lightning strike a tree?
6. What puzzled Galvani?
7. Why was the invention of Volta's cell important?
8. What did Oersted find out?
9. Why was he astonished?
10. What did Ampere succeed in doing?
11. Who made modern electrical engineering possible?
12. What is the principle on which electric generators work?

## NEW WORDS

<i>outline</i>	[ˈaʊt-line]	<i>rush</i>	[rʌʃ]
<i>to dip</i>	[dɪp]	<i>pioneer</i>	[paɪəˈniə(r)]
<i>condenser</i>	[kənˈdensə(r)]	<i>magnetism</i>	[ˈmagnɪtɪzəm]
<i>monk</i>	[mʌŋk]	<i>wire</i>	[ˈwaɪə(r)]
<i>thunderstorm</i>	[ˈθʌndəsto:m]	<i>coil</i>	[kɔɪl]
<i>to come off well</i>	[ˈkʌm of ˈwel]	<i>magnet</i>	[ˈmagnɪt]
<i>electrocuted</i>	[ɪˈlektɹəkju:tɪd]	<i>basically</i>	[ˈbeɪsɪkəli]
<i>nerve</i>	[nə:v]	<i>generator</i>	[ˈdʒenəreɪtə(r)]
<i>chemicals</i>	[ˈkemɪkəlz]		

## EXERCISES

### A) *Translate into English:*

1. La pluma con que escribo es nueva.
2. El tren que llegó ayer vino de Washington.
3. El autobús que tomé para ir a la oficina estaba lleno.
4. La chica que viste ayer es mi hermana.
5. El chico que tomó estas fotos era muy listo.
6. La señora que hablaba con Mrs. Carter era de Caracas.
7. Este es el avión en que Antonio fue a Chicago.
8. La mujer que fue al doctor Brown estaba enferma.
9. El señor de que le hablaba ha venido hoy.
10. Las fotos que Antonio me enseñó son interesantes.

### B) *Conversation. Ask and answer the following questions:*

1. If the glass is on the table, where is the table?
2. If John is in front of the table, where is the table?
3. If the lamp is over the chair, where is the chair?
4. If John is smoking, what is he holding in his hand?
5. John and Mary are looking at each other. John is looking up: what is Mary doing?
6. Mary is on the other side of the garden; what must John do to get to her?

7. The pencil is on the table; what must John do if he wants to write with it?
8. John is sitting on the floor; what must he do if he wants to walk?
9. The telephone is ringing. What must John do if he wants to stop the bell ringing?
10. The bus has arrived. What must John do if he wants to go home by it?

C) *Put the verb in brackets into the correct tense:*

1. The sun always (to shine), but it not (to shine) now.
2. Look, smoke (to come) out of that window.
3. He not (to listen) now; he (to look) of the window.
4. Every year he (to visit) England.
5. The train (to come) now.
6. He always (to wash) his face in the morning.
7. Every morning I (to get up) early. On Friday morning I (to sleep) late.
8. Do you know that man who (to walk) on the other side of the street?
9. Who (to talk) at the back of the room now?
10. Today I not (to read) the newspaper that I usually (to read).

D) *Change the following sentences putting the prepositions at the end:*

1. The house at which you are looking is mine.
2. The street in which she is playing is full of traffic.
3. The bar on which we see all those glasses belongs to the hotel.
4. The firm for which she works is English.
5. The table under which my shoes are is near the wall.
6. The corner near which those trucks are is the noisiest in the city.
7. The cup over which I am holding my hand is clean.
8. The radio to which I am listening is my sister's.
9. This book by which you are learning English is very good.
10. That town in which he lives is very big.

E) *Complete the following sentences with the appropriate preposition:*

1. We went to the seaside ... Wednesday, July 1st, and returned home ... Tuesday, July 29th.
2. They walked ... the village, looking ... the Post-Office.

3. I must go to the tailor's to try ... my new suit.
4. ... last week TV set has not been working very well.
5. The car has not been working well ... some time.
6. The film did not begin ... five o'clock.
7. How are you getting ... with your English?
8. I like going for a holiday ... the end of July or ... August.
9. Have you paid ... the boy's new suit?
10. The ground floor is divided ... two parts.

## LESSON TWENTY-NINE

### *Arriving from Outer Space*

Sir (Oliver) Graham Sutton was born in 1903 and educated at the Universities of Wales and Oxford. He became a Fellow of the Royal Society in 1949 and was knighted in 1955. He was appointed Director of the Meteorological Office in 1953.

The Christmas Lectures delivered at the Royal Institution in 1958 were afterwards published in book form under the title, *The World Around Us*. The passage given below is from the lecture by Sir Graham on The Lower Atmosphere and its Weather in that book.

Suppose that we were space travellers, visiting the earth from some distant planet. It would be difficult to detect much trace of the atmosphere until we were in the region of the lower part of the orbit of the first sputnik, say between 200 and 300 miles up. At this distance from the earth the pressure of the atmosphere, which measures the weight of the air above us, is less than one million-millionth of that on the ground. This means we would be moving in what is called a "vacuum" on earth, for at this level, pressure is lower than that which can be reached by the finest laboratory pumps.

Over the polar regions we should see aurora, and at about 150 miles up we should pass through one of the electrically-conducting layers, the F-layer of the ionosphere. These are the layers which reflect radio waves, and make long-range wireless communication possible.

Lower down, at about 60 miles above the surface, there is another reflecting layer, the Kennelly-Heaviside, or E-layer, and it is about here that we should expect to see some meteors or shooting stars, small particles of rock which become intensely hot and bright as they vaporise because of the heating caused by their rapid plunge into the atmosphere.

But the air is still very thin at this level, and its density is only about a millionth of that at the ground, and thus far too low to allow air-breathing creatures to exist. Then, still nearer the earth, if we had the proper instruments, we should find a layer rich in ozone between 15 and 30 miles up; and, finally, having

passed through the stratosphere, we would enter the *troposphere*, or region of weather, which begins between 5 and 11 miles above sea level, depending on whether we are over the poles or the equator.

Meteorologists are interested in the whole atmosphere, but especially in the troposphere, because it is only in this relatively thin layer that we find weather, that is, clouds, fogs, rain, hail and snow. In general, the higher one goes in the atmosphere, the colder the air becomes. This seems odd at first, because by climbing up we are getting nearer the sun, from which we get all our heat. The explanation is that the rays of the sun are not very effective in heating air directly. Most of the energy in a sunbeam passes through clear air with very little absorption. If this did not happen, we should spend our lives alternating between a kind of hot twilight and an intense darkness; we should never know the bright colours of a landscape.

What happens is that the sun's rays heat the surface of the earth, both the ground and the sea, and it is from the warm surface of the earth that the atmosphere receives most of the energy which appears as wind, and causes weather generally.

SIR GRAHAM SUTTON, C. B. E., D. Sc., F. R. S.

*Answer the following questions on the Reading Passage:*

1. What is the pressure of the atmosphere 200 miles above the earth?
2. What could be seen over the polar regions?
3. What does the F-layer do?
4. Have you ever seen a shooting star?
5. What are shooting stars?
6. What is to be found under the layer of ozone?
7. Where is the weather formed?
8. What is the weather like in your country?
9. Do you ever have snow?
10. Why does the air get colder as we go higher?
11. Do the sun rays warm the air?
12. What do the sun rays warm?

## NEW WORDS

<i>to detect</i>	[di'tekt]	<i>hail</i>	[heil]
<i>orbit</i>	['o:bit]	<i>twilight</i>	['twailait]
<i>aurora</i>	[o:'rɔ:rə]	<i>concert</i>	['konsət]
<i>ionosphere</i>	[ai'ɒnəsfiə(r)]	<i>crashing</i>	['kraʃiŋ]
<i>to vaporize</i>	['veipəraiz]	<i>thunderous</i>	['θʌndərəs]
<i>plunge</i>	[plʌndʒ]	<i>abrupt</i>	[ə'brʌpt]
<i>ozone</i>	['əuzəʊn]	<i>stillness</i>	['stilnis]
<i>stratosphere</i>	['stratəʊfiə(r)]	<i>high-pitched</i>	['hai'pitʃt]
<i>troposphere</i>	['trɒpəʊfiə(r)]	<i>to fry</i>	[frai]

## A Joke

It was an opening concert of the Philadelphia Symphony Orchestra. The music was crashing and thunderous, when suddenly there fell an abrupt and complete silence, beginning an absolute rest in the music.

Out of the stillness there came a high-pitched feminine voice:  
 "But", it said, "I always fry mine in lard".

## EXERCISES

### A) Put in the suitable prepositions:

1. I have a cigarette ... my hand.
2. Is there a train ... the platform?
3. There are some people ... the platform.
4. I always get up early ... the morning.
5. Do you walk ... the office or do you go ... bus?
6. Lessons begin ... nine o'clock.
7. I have lived in Madrid ... five years.
8. Your house is not far ... mine.
9. There is a cup ... coffee ... the table.
10. Does this book belong ... you?



B) *Translate into English:*

1. Me preguntó si tenía bastante dinero.
2. Te dije: "Hazlo lo antes que puedas".
3. ¿Me dijiste que lo habías leído?
4. ¿Dónde está tu hermano?
5. Le dije: "¿Tienes frío?"
6. ¿Sabes dónde está tu hermano?
7. ¿Cómo te llamas?
8. No oí cómo te llamas.
9. No sé qué hizo con el libro.
10. No le preguntamos si tenía prisa.

C) *Complete the following questions with "to hear" or "to listen" and then answer them:*

1. Can you ... then rain falling?
2. Have you ... today's news?
3. Do you always ... to what your mother says?
4. Have you ... what he has just said?
5. Could you ... the speaker so far back?
6. Do you ... when someone speaks to you?
7. Did you ... what he said?
8. Does she ever ... to you?
9. Can you ... the noise outside?
10. Do you ... when someone asks you a question?

D) *Put into the passive voice:*

1. Somebody has taken my hat from the cupboard.
2. Mary washed the table after lunch.
3. Somebody will find the house soon.
4. Mr. Carter is building a hotel near the station.
5. Somebody has parked a bus near the bus-stop.
6. They will spend a lot of money in Washington.
7. Somebody kept this diary for ten years.
8. Jane smelt something burning.
9. He has taught English for a long time.
10. We have written four letters.

E) Put in "for" or "since" using the words in brackets:

1. Hugh is standing in the room (3 hours).
2. We are lying on the warm earth (4 o'clock).
3. They are tasting the sherry (10 minutes).
4. This house is cool (last week).
5. The Carters are living there (3 years).
6. What on earth are you doing here? (I went away).
7. I am in this warm house (4 days).
8. That is a practical question (half an hour).
9. We are waiting (Sunday).
10. Jane is writing a letter (one hour).

### PRONUNCIATION EXERCISE

#### *Acentuación.*

El acento, a veces, hace cambiar el significado, ya si se coloca en la primera o segunda palabra.

#### *Con un solo acento en la 1.<sup>a</sup> palabra*

'*paper bag*, saco para contener papel.  
'*paper boy*, chico vendedor de periódicos.  
'*stone hammer*, martillo para partir piedra.  
'*common room*, sala de profesores en ciertos colegios.  
'*cross-word*, crucigrama.  
'*dark room*, habitación oscura que se usa para revelar fotografías.  
'*heavy weight*, peso pesado (en boxeo).  
'*spare room*, habitación destinada para huéspedes.

#### *Con un acento en cada palabra*

'*paper* '*bag*, bolsa hecha de papel.  
'*paper* '*boy*, un muñeco de papel que representa un niño.  
'*stone* '*hammer*, un martillo que tenga la cabeza de piedra.  
'*common* '*room*, habitación que se usa conjuntamente.  
'*cross* '*word*, palabra de enfado.  
'*dark* '*room*, una habitación oscura.  
'*heavy* '*weight*, carga de gran peso.  
'*spare* '*room*, habitación que está de sobra.

# VERBS FOLLOWED BY PREPOSITIONS

agree <i>to</i>	[ə'gri: tu]	consentir en	defend <i>from</i>	[di'fend frəm]	defenderse de
agree <i>with</i>	[ə'gri: wið]	convenir con	delight		
approve <i>of</i>	[ə'pru:v əv]	aprobar	<i>with, at</i>	[di'lait wið, ət]	deleitarse
arrive <i>at, in</i>	[ə'raiv ət, in]	llegar a			con, de
attend <i>to</i>	[ə'tend tu]	hacerse cargo	deliver <i>from</i>	[di'livə frəm]	librar de
		de, cuidar	depend <i>on</i>	[di'pend 'on]	depender de
boast <i>of,</i>			deprive <i>of</i>	[di'praiv əv]	privar de
<i>about</i>	[bəust əv, ə'baut]	vanagloriarse	die <i>of</i>	[dai əv]	morir de
		de, por	differ <i>from</i>	[dɪfə frəm]	diferir de
borrow			disapprove		
<i>from</i>	[bərəu frəm]	pedir presta-	<i>of</i>	[disə'pru:v əv]	desaprobar
		do a	dispose <i>of</i>	[dis'pəuz əv]	disponer de
bow <i>to</i>	[bau tu]	saludar incli-	divide <i>in,</i>		
		nándose	<i>into</i>	[di'vaid 'in 'intu]	dividir en
buy <i>from</i>	[bai frəm]	comprar a	dream <i>of,</i>		
change			<i>about</i>	[dri:m əv, ə'baut]	soñar con, en
<i>into, to</i>	[tʃeɪndʒ 'intu, tu]	cambiar en	drink <i>to</i>	[drɪŋk tu]	beber (a la)
comment			embark <i>on</i>	[ɪm'bɑ:k 'on]	embarcar en
<i>on</i>	[koment 'on]	comentar	escape <i>from</i>	[ɪs'keɪp frəm]	escapar de
compare <i>to,</i>			fail <i>in</i>	[feɪl 'in]	fracasar en
<i>with</i>	[kəm'peə tu, wið]	comparar con	faint <i>with</i>	[feɪnt wið]	desmayarse de
complain			flee <i>from</i>	[fli: frəm]	huir de
<i>to, about</i>	[kəm'pleɪn tu, ə'baut]	quejarse a, de	gaze <i>at</i>	[geɪz ət]	contemplar
concentrate			glory <i>in</i>	[glɔ:ri 'in]	gloriarse de
<i>on</i>	[kɒnsentreit 'on]	concentrarse en	hope <i>for</i>	[həʊp fɔ(r)]	esperar
congratulate			insist <i>on</i>	[ɪn'sɪst 'on]	insistir
<i>on</i>	[kən'gratjuleɪt 'on]	felicitar por	knock <i>at</i>	[nɒk ət]	llamar a
consist <i>in</i>	[kən'sɪst 'in]	componerse de	laugh <i>at</i>	[lɑ:f ət]	reírse de
consist <i>of</i>	[kən'sɪst əv]	consistir de	listen <i>to</i>	[lɪsn tu]	escuchar
count <i>on</i>	[kaunt 'on]	contar con	live <i>on</i>	[lɪv 'on]	vivir, vivir de
deal <i>in</i>	[di:l 'in]	comerciar en	look <i>at</i>	[lʊk ət]	mirar
deal <i>with</i>	[di:l wið]	tratar con	marvel <i>at</i>	[mɑ:vəl ət]	maravillarse de
decide <i>on</i>	[di'saɪd 'on]	decidirse a, sobre	persist <i>in</i>	[pə'sɪst 'in]	persistir en
			point <i>at</i>	[pɔɪnt ət]	apuntar, señalar
			present		
			<i>with</i>	[pri'zent wið]	regalar

preserve from	[pri:'zə:v frəm]	preservar de	talk about, to	['tɔ:k ə'baut, tu]	hablar de, a, con
prevent from	[pri:'vent frəm]	evitar	taste of think of translate	['teɪst əv] ['θɪŋk əv]	saber a pensar en
protect from	[prə'tekt frəm]	proteger de	into	[trans'leit 'intu]	traducir al, en
recover from	[ri'kʌvə frəm]	recobrase de	trust in wait for	['trʌst 'ɪn] ['weɪt fɔ(r)]	confiar en esperar
retire from	[ri'taɪə frəm]	retirarse de	warn		
search for	['sə:tʃ fɔ(r)]	buscar	against	['wɔ:n ə'geɪnst]	prevenir contra
sigh for	['saɪ fɔ(r)]	suspirar de, por	warn of	['wɔ:n əv]	avisar del
smell of	['smel əv]	oler a	weep for	['wi:p fɔ(r)]	llorar de
smile at	['smaɪl ət]	sonreír a	wonder at	['wʌndə ət]	maravillarse de
stare at	['steəə ət]	mirar con fijeza	work at, in	['wɜ:k ət, 'ɪn]	trabajar en
succeed in	[sək'sɪ:d 'ɪn]	tener éxito en	work for	['wɜ:k fɔ(r)]	trabajar para, por
subsist on	[səb'sɪst 'ɒn]	subsistir con, del	work on	['wɜ:k 'ɒn]	continuar trabajando
suffer from	['sʌfə frəm]	sufrir de			
supply with	[sə'plai wɪð]	proveer con			

NOTA.—Obsérvese cómo algunos de estos verbos no llevan preposición alguna en español.

## NOUNS FOLLOWED BY PREPOSITIONS

ability in	[ə'bɪlɪtɪ 'ɪn]	habilidad para	contrast to	['kɒntrə:st tu]	contraste entre
agreement on	[ə'ɡri:mənt 'ɒn]	acuerdo en	delight in	[dɪ'laɪt 'ɪn]	placer en
a look over	[ə 'lʊk 'əʊvə(r)]	una mirada a	disgust at	[dɪs'ɡʌst ət]	disgusto con, por
amazement at	[ə'meɪzmənt ət]	asombro de	distrust of	[dɪs'trʌst əv]	desconfianza de
anxiety for	[ən'zaɪəti fɔ(r)]	ansiedad por	doubt of	['daʊt əv]	duda de, en
authority on	[ɔ:'θɒrɪtɪ 'ɒn]	autoridad en, para	expert at	['ekspə:t,ət]	experto en
			influence on, over	['ɪnfluəns 'ɒn, 'əʊvə(r)]	influencia en, con
			interest for, in	['ɪntərəst fɔ(r), 'ɪn]	interés por, en

liking <i>for</i>	['laikin fo(r)]	predilección por	satisfaction <i>with</i>	[satis'fakʃən wið]	satisfacción en
love <i>for</i>	['lʌv fo(r)]	amor por			
need <i>for</i>	['ni:d fo(r)]	necesidad de	specialist <i>in</i>	['speʃəlist 'in]	especialista en
pleasure <i>in</i>	['pleʒər 'in]	placer en, de	surprise <i>at</i>	[sə'praiz ət]	sorpresa en, con
pride <i>in</i>	['praɪd 'in]	orgullo de, en	taste <i>of</i>	['teɪst əv]	sabor a
reason <i>for</i>	['ri:zn fo(r)]	razón para			

## ADJECTIVES AND PARTICIPLES FOLLOWED BY PREPOSITIONS

accustomed <i>to</i>	[ə'kʌstəmd tu]	acostumbrado a	employed <i>at, in</i>	[im'plɔɪd ət, 'in]	empleado en
affected <i>by</i>	[ə'fektɪd baɪ]	afectado de	fainted <i>with</i>	['feɪntɪd wið]	desmayado de
afraid <i>of</i>	[ə'freɪd əv]	temeroso de	familiar <i>with</i>	[fə'miliə wið]	familiar a
alarmed <i>at</i>	[ə'la:md ət]	alarmado por	followed <i>by</i>	['fələʊd baɪ]	seguido de
angry <i>with</i>	['aŋɡri wið]	enojado con, de	fond <i>of</i>	['fɒnd əv]	aficionado a, de
anxious <i>about</i>	['aŋksəs ə'baut]	impaciente con, por	free <i>from</i>	['fri: frəm]	libre de
astonished <i>at</i>	[əs'tɒnɪʃt ət]	asombrado de, con	good <i>at</i>	['ɡʊd ət]	bueno en
bad <i>at</i>	['bəd ət]	malo en	impatient <i>at, for</i>	[im'peɪʃənt ət, fo(r)]	impaciente de, por
blind <i>to,</i> <i>with</i>	['blaɪnd tu, wið]	ciego ante, de	interested <i>in</i>	['ɪntrɪstɪd 'in]	interesado en
charmed <i>by, with</i>	['tʃa:md baɪ, wið]	encantado de, con	kind <i>to</i>	['kaɪnd tu]	amable con
close <i>by</i>	['kləʊs baɪ]	junto a, cerca de	mad <i>with</i>	['mæd wið]	loco con, de
confined <i>to</i>	[kən'faɪnd tu]	recluido en	married <i>to</i>	['mærid tu]	casado con
deficient <i>in</i>	[di'fiʃənt 'in]	deficiente en	new <i>to</i>	['nju: tu]	nuevo para
delighted <i>with</i>	[di'laɪtɪd wið]	deleitado con, de	opposite <i>to</i>	['ɒpəzɪt tu]	enfrente de
different <i>from</i>	['dɪfrənt frəm]	diferente de	pale <i>with</i>	['peɪl wið]	pálido de
disqualified <i>for</i>	[dis'kwɒlɪfaɪd fo(r)]	inhabilitado para	particular <i>about</i>	[pə'tɪkjʊlər ə'baut]	minucioso en
			polite <i>to</i>	[pə'lait tu]	cortés con
			poor <i>in</i>	['puər 'in]	pobre en
			ready <i>for</i>	['redi fo(r)]	dispuesto para
			related <i>to</i>	[ri'leɪtɪd tu]	relacionado con
			rich <i>in</i>	['rɪtʃ 'in]	rico en
			satisfied <i>with</i>	['sætɪsfaɪd wið]	satisfecho de

separated <i>from</i>	[ˈsepəreɪtɪd frəm]	separado de	thoughtful <i>of</i>	[ˈθoːtful əv]	pensativo en
sorry <i>for</i>	[ˈsɒri fo(r)]	triste por	unkind <i>to</i>	[ʌnˈkaɪnd tu]	desatento con
suitable <i>to, for</i>	[ˈsjuːtəbl tu, fo(r)]	apropiado a, para	used <i>to</i>	[ˈjuːs tu]	acostumbrado a
surprised <i>at</i>	[səˈpraɪzd ət]	sorprendido de, con	weak <i>in</i>	[ˈwiːk ɪn]	débil de
thirsty <i>for</i>	[ˈθɜːsti fo(r)]	sediento de	wet <i>with</i>	[ˈwet wɪð]	mojado de
			worried <i>about</i>	[ˈwɒrɪd əˈbaʊt]	preocupado por
			zealous <i>for</i>	[ˈzeləs fo(r)]	celoso de, entusiasta

## IRREGULAR VERBS

*Verbos irregulares, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º, 4.º y 5.º de esta obra; y en los libros “Red Primer” y “Readers” 1, 2, 3, 4, 5, por Michael West.*

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>arise</b>	[ə'raiz]	arose	[ə'rəuz]	<i>arisen</i>	[ə'rizn]	levantarse, surgir
<b>awake</b>	[ə'weik]	awoke	[ə'wəuk]	—	—	despertar, despertarse
<b>be (am, are, is)</b>	[bi:, am, a:(r), iz]	was, were	[woz/wəz, wə:(r)/wə(r)]	<i>been</i>	[bi:n]	ser o estar
<b>become</b>	[bi'kəm]	became	[bi'keim]	<i>become</i>	[bi'kəm]	hacerse, convertirse, llegar a ser
<b>begin</b>	[bi'gin]	began	[bi'gan]	<i>begun</i>	[bi'gən]	comenzar, empezar
<b>bear</b>	[beə(r)]	bore	[bo:(r)]	<i>borne</i>	[bo:n]	soportar, aguantar
<b>beat</b>	[bi:t]	beat	[bi:t]	<i>beaten</i>	[ˈbi:tən]	batir, pegar, derrotar
<b>behold</b>	[bi'həuld]	beheld	[bi'held]	<i>beheld</i>	[bi'held]	contemplar, mirar
<b>bend</b>	[bend]	bent	[bent]	<i>bent</i>	[bent]	doblar, encorvar
<b>bind</b>	[baɪnd]	bound	[baʊnd]	<i>bound</i>	[baʊnd]	atar, vendar
<b>bite</b>	[baɪt]	bit	[bɪt]	<i>bitten</i>	[ˈbɪtən]	morder
<b>bleed</b>	[bli:d]	bled	[bled]	<i>bled</i>	[bled]	sangrar
<b>blow</b>	[bləʊ]	blew	[blu:]	<i>blown</i>	[bləʊn]	soplar, inflar
<b>break</b>	[breɪk]	broke	[brəʊk]	<i>broken</i>	[ˈbrəʊkən]	romper
<b>bring</b>	[brɪŋ]	brought	[bro:t]	<i>brought</i>	[bro:t]	traer o llevar
<b>build</b>	[bɪld]	built	[bɪlt]	<i>built</i>	[bɪlt]	construir, edificar
<b>burn</b>	[bɜ:n]	burnt	[bɜ:nt]	<i>burnt</i>	[bɜ:nt]	quemar, arder
<b>burst</b>	[bɜ:st]	burst	[bɜ:st]	<i>burst</i>	[bɜ:st]	estallar, reventar
<b>buy</b>	[baɪ]	bought	[bo:t]	<i>bought</i>	[bo:t]	comprar
<b>cast</b>	[ka:st]	cast	[ka:st]	<i>cast</i>	[ka:st]	verter, dar, echar

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>can</b>	[kan]	could	[kud]	—	—	poder, saber (v. defecti- vo).
<b>catch</b>	[katʃ]	caught	[ko:t]	<i>caught</i>	[ko:t]	agarrar, co- ger, asir
<b>choose</b>	[tʃu:z]	chose	[tʃəuz]	<i>chosen</i>	[ˈtʃəuzn]	elegir, escoger
<b>cling</b>	[kliŋ]	klung	[klʌŋ]	<i>klung</i>	[klʌŋ]	pegarse, adhe- rirse
<b>come</b>	[kʌm]	came	[keim]	<i>come</i>	[kʌm]	venir, llegar
<b>cost</b>	[kost]	cost	[kost]	<i>cost</i>	[kost]	costar, valer
<b>creep</b>	[kri:p]	crept	[krept]	<i>crept</i>	[krept]	arrastrarse
<b>cut</b>	[kʌt]	cut	[kʌt]	<i>cut</i>	[kʌt]	cortar, partir
<b>dig</b>	[dig]	dug	[dʌg]	<i>dug</i>	[dʌg]	cavar, escavar
<b>do</b>	[du:]	did	[did]	<i>done</i>	[dʌn]	hacer
<b>draw</b>	[dro:]	drew	[dru:]	<i>drawn</i>	[dro:n]	dibujar, tirar, arrastrar
<b>dream</b>	[dri:m]	dreamt	[dremt]	<i>dreamt</i>	[dremt]	soñar
<b>drink</b>	[drɪŋk]	drank	[draŋk]	<i>drunk</i>	[draŋk]	beber
<b>drive</b>	[draiv]	drove	[drəuv]	<i>driven</i>	[ˈdrivən]	empujar, ma- nejar, con- ducir
<b>eat</b>	[i:t]	ate	[et]	<i>eaten</i>	[ˈi:tən]	comer
<b>fall</b>	[fo:l]	fell	[fel]	<i>fallen</i>	[ˈfo:lən]	caer, caerse
<b>feed</b>	[fi:d]	fed	[fed]	<i>fed</i>	[fed]	alimentar, dar de comer
<b>feel</b>	[fi:l]	felt	[felt]	<i>felt</i>	[felt]	sentir, sen- tirse, palpar
<b>fight</b>	[fait]	fought	[fo:t]	<i>fought</i>	[fo:t]	luchar, pelear
<b>find</b>	[faɪnd]	found	[faund]	<i>found</i>	[faund]	encontrar, hallar
<b>flee</b>	[fli:]	fled	[fled]	<i>fled</i>	[fled]	huir, escapar
<b>fly</b>	[flai]	flew	[flu:]	<i>flown</i>	[fləun]	volar
<b>forbid</b>	[fəˈbɪd]	forbade	[fəˈbeɪd]	<i>forbidden</i>	[fəˈbɪdn]	prohibir
<b>foretell</b>	[fo:ˈtel]	foretold	[fo:ˈtəʊld]	<i>foretold</i>	[fo:ˈtəʊld]	predecir, profetizar
<b>forget</b>	[fəˈget]	forgot	[fəˈgɒt]	<i>forgotten</i>	[fəˈgɒtən]	olvidar
<b>forgive</b>	[fəˈgɪv]	forgave	[fəˈgeɪv]	<i>forgiven</i>	[fəˈgɪvən]	perdonar
<b>freeze</b>	[fri:z]	froze	[frəʊz]	<i>frozen</i>	[ˈfrəʊzən]	helar, conge- lar
<b>get</b>	[get]	got	[got]	<i>got; gotten</i> (U. S. A.)	[got]	conseguir, lo- grar, adqui- rir
<b>give</b>	[gɪv]	gave	[geɪv]	<i>given</i>	[ˈgɪvən]	dar
<b>go</b>	[gəʊ]	went	[went]	<i>gone</i>	[ɡɒn]	ir, irse
<b>grind</b>	[graɪnd]	ground	[graʊnd]	<i>ground</i>	[graʊnd]	triturar, moler



<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>grow</b>	[grəu]	<b>grew</b>	[gru:]	<b>grown</b>	[grəun]	crecer, cultivar
<b>hang</b>	[hɑŋ]	<b>hung</b>	[hʌŋ]	<b>hung</b>	[hʌŋ]	colgar, pender
<b>have (has)</b>	[hav, haz]	<b>had</b>	[had]	<b>had</b>	[had]	haber, tener
<b>hear</b>	[hiə(r)]	<b>heard</b>	[hə:d]	<b>heard</b>	[hə:d]	oír
<b>hide</b>	[haɪd]	<b>hid</b>	[hid]	<b>hidden</b>	[ˈhɪdən]	esconder, esconderse
<b>hit</b>	[hit]	<b>hit</b>	[hit]	<b>hit</b>	[hit]	pegar, golpear, dar
<b>hold</b>	[həuld]	<b>held</b>	[held]	<b>held</b>	[held]	asir, sostener, celebrar
<b>hurt</b>	[hə:t]	<b>hurt</b>	[hə:t]	<b>hurt</b>	[hə:t]	hacerse daño, doler
<b>keep</b>	[ki:p]	<b>kept</b>	[kept]	<b>kept</b>	[kept]	guardar, conservar
<b>kneel</b>	[ni:l]	<b>knelt</b>	[nelt]	<b>knelt</b>	[nelt]	arrodillarse
<b>know</b>	[nəu]	<b>knew</b>	[nju:]	<b>known</b>	[nəun]	saber, conocer
<b>lay</b>	[lei]	<b>laid</b>	[leid]	<b>laid</b>	[leid]	poner, colocar
<b>lead</b>	[li:d]	<b>led</b>	[led]	<b>led</b>	[led]	guiar, dirigir
<b>lean</b>	[li:n]	<b>leant</b>	[lent]	<b>leant</b>	[lent]	apoyarse, recostarse
<b>leap</b>	[li:p]	<b>leapt</b>	[lept]	<b>leapt</b>	[lept]	saltar, brincar
<b>learn</b>	[lə:n]	<b>learnt</b>	[lə:nt]	<b>learnt</b>	[lə:nt]	aprender
<b>leave</b>	[li:v]	<b>left</b>	[left]	<b>left</b>	[left]	dejar, marchar, partir, irse
<b>lend</b>	[lend]	<b>lent</b>	[lent]	<b>lent</b>	[lent]	prestar
<b>let</b>	[let]	<b>let</b>	[let]	<b>let</b>	[let]	permitir, alquilar
<b>lie</b>	[lai]	<b>lay</b>	[lei]	<b>lain</b>	[lein]	tumbarse, yacer
<b>light</b>	[lait]	<b>lit</b>	[lit]	<b>lit</b>	[lit]	encender, alumbrar
<b>lose</b>	[lu:z]	<b>lost</b>	[lost]	<b>lost</b>	[lost]	perder
<b>make</b>	[meɪk]	<b>made</b>	[meid]	<b>made</b>	[meid]	hacer, fabricar
<b>may</b>	[meɪ]	<b>might</b>	[mait]	—	—	posibilidad, permiso (v. defectivo)
<b>mean</b>	[mi:n]	<b>meant</b>	[ment]	<b>meant</b>	[ment]	significar, intentar, destinar
<b>meet</b>	[mi:t]	<b>met</b>	[met]	<b>met</b>	[met]	encontrar, tropezar con

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>mistake</b>	[mis'teik]	mistook	[mis'tuk]	<i>mistaken</i>	[mis'teikən]	equivocar, tomar una cosa por otra
<b>must</b>	[mʌst]	—	—	—	—	obligación, necesidad, deducción (v. defectivo)
<b>ought</b>	[o:t]	—	—	—	—	deber moral (v. defectivo)
<b>outdo</b>	[aut'du:]	outdid	[aut'did]	<i>outdone</i>	[aut'dʌn]	exceder, sobrepasar
<b>overcome</b>	[əʊvə'kʌm]	overcame	[əʊvə'keim]	<i>overcome</i>	[əʊvə'kʌm]	vencer, superar
<b>partake</b>	[pa:'teik]	partook	[pa:'tuk]	<i>partaken</i>	[pa:'teikən]	participar, tomar parte
<b>pay</b>	[pei]	paid	[peid]	<i>paid</i>	[peid]	pagar
<b>put</b>	[put]	put	[put]	<i>put</i>	[put]	poner
<b>read</b>	[ri:d]	read	[red]	<i>read</i>	[red]	leer
<b>ride</b>	[raid]	rode	[rəʊd]	<i>ridden</i>	['ridən]	cabalgar, montar
<b>ring</b>	[riŋ]	rang	[raŋ]	<i>rung</i>	[rʌŋ]	tocar, sonar, repicar campanas
<b>rise</b>	[raiz]	rose	[rəʊz]	<i>risen</i>	['rizən]	levantarse, surgir
<b>run</b>	[rʌn]	ran	[ran]	<i>run</i>	[rʌn]	correr
<b>say</b>	[sei]	said	[sed]	<i>said</i>	[sed]	decir
<b>see</b>	[si:]	saw	[so:]	<i>seen</i>	[si:n]	ver
<b>seek</b>	[si:k]	sought	[so:t]	<i>sought</i>	[so:t]	buscar
<b>sell</b>	[sel]	sold	[səʊld]	<i>sold</i>	[səʊld]	vender
<b>send</b>	[send]	sent	[sent]	<i>sent</i>	[sent]	enviar, mandar
<b>set</b>	[set]	set	[set]	<i>set</i>	[set]	poner, colocar
<b>sew</b>	[səʊ]	sewed	[səʊd]	<i>sewn</i>	[səʊn]	coser
<b>shake</b>	[ʃeik]	shook	[ʃuk]	<i>shaken</i>	['ʃeikən]	sacudir, agitar, temblar
<b>shed</b>	[ʃəd]	shed	[ʃəd]	<i>shed</i>	[ʃəd]	arrojar, verter
<b>shine</b>	[ʃain]	shone	[ʃon]	<i>shone</i>	[ʃon]	brillar, lucir
<b>shoot</b>	[ʃu:t]	shot	[ʃot]	<i>shot</i>	[ʃot]	disparar, matar
<b>show</b>	[ʃəʊ]	showed	[ʃəʊd]	<i>shown</i>	[ʃəʊn]	mostrar, enseñar

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>shrink</b>	[ʃrɪŋk]	shrank	[ʃrʌŋk]	<i>shrunk</i>	[ʃrʌŋk]	encogerse, encoger
<b>shut</b>	[ʃʌt]	shut	[ʃʌt]	<i>shut</i>	[ʃʌt]	cerrar
<b>sink</b>	[sɪŋk]	sank	[sʌŋk]	<i>sunk</i>	[sʌŋk]	hundir, hun- dirse
<b>sing</b>	[sɪŋ]	sang	[sʌŋ]	<i>sung</i>	[sʌŋ]	cantar
<b>sit</b>	[sɪt]	sat	[sʌt]	<i>sat</i>	[sʌt]	sentarse
<b>slay</b>	[slei]	slew	[slu:]	<i>slain</i>	[slein]	matar, degollar
<b>sleep</b>	[sli:p]	slept	[slept]	<i>slept</i>	[slept]	dormir
<b>slide</b>	[slaid]	slid	[slid]	<i>slid</i>	[slid]	resbalar, deslizarse
<b>smell</b>	[smel]	smelt	[smelt]	<i>smelt</i>	[smelt]	oler
<b>smelt</b>	[smelt]	smelt	[smelt]	<i>smelt</i>	[smelt]	fundir mine- rales
<b>sow</b>	[səu]	sowed	[səud]	<i>sown</i>	[səun]	sembrar
<b>speak</b>	[spi:k]	spoke	[spəuk]	<i>spoken</i>	[ˈspəukən]	hablar
<b>spell</b>	[spel]	spelt	[spelt]	<i>spelt</i>	[spelt]	deletrear
<b>spend</b>	[spend]	spent	[spent]	<i>spent</i>	[spent]	gastar, pasar
<b>spill</b>	[spil]	spilt	[spilt]	<i>spilt</i>	[spilt]	verter, derramar
<b>spin</b>	[spin]	spun	[span]	<i>spun</i>	[span]	hilar, dar vueltas
<b>spit</b>	[spit]	spat	[spat]	<i>spat</i>	[spat]	escupir
<b>split</b>	[split]	split	[split]	<i>split</i>	[split]	rajear, partir
<b>spoil</b>	[spoil]	spoilt	[spoilt]	<i>spoilt</i>	[spoilt]	estropear, mimar
<b>spread</b>	[spred]	spread	[spred]	<i>spread</i>	[spred]	extender, es- parcir
<b>spring</b>	[sprɪŋ]	sprang	[sprʌŋ]	<i>sprung</i>	[sprʌŋ]	saltar, brotar
<b>stand</b>	[stand]	stood	[stud]	<i>stood</i>	[stud]	estar o poner- se en pie
<b>steal</b>	[sti:l]	stole	[stəul]	<i>stolen</i>	[ˈstəulən]	robar
<b>stick</b>	[stɪk]	stuck	[stʌk]	<i>stuck</i>	[stʌk]	pegar, clavar
<b>sting</b>	[stɪŋ]	stung	[stʌŋ]	<i>stung</i>	[stʌŋ]	picar, aguijonear
<b>strike</b>	[straɪk]	struck	[strʌk]	<i>struck</i>	[strʌk]	pegar, gol- pear
<b>strive</b>	[straɪv]	strove	[strəuv]	<i>striven</i>	[ˈstrɪvn]	esforzarse, procurar
<b>swear</b>	[sweə(r)]	swore	[swo:(r)]	<i>sworn</i>	[swo:n]	jurar
<b>sweat</b>	[swet]	sweat	[swet]	<i>sweat</i>	[swet]	sudar, trasudar
<b>sweep</b>	[swi:p]	swept	[swept]	<i>swept</i>	[swept]	barrer
<b>swell</b>	[swel]	swelled	[sweld]	<i>swollen</i>	[ˈswəulən]	hinchar, incharse
<b>swim</b>	[swim]	swam	[swam]	<i>swum</i>	[swam]	nadar

<i>Present</i>		<i>Past</i>		<i>Past Participle</i>		<i>Meaning</i>
<b>swing</b>	[swɪŋ]	swung	[swʌŋ]	swung	[swʌŋ]	oscilar, balancearse
<b>take</b>	[teɪk]	took	[tʊk]	taken	[ˈteɪkən]	tomar, llevar
<b>teach</b>	[ti:tʃ]	taught	[to:t]	taught	[to:t]	enseñar
<b>tell</b>	[tel]	told	[təʊld]	told	[təʊld]	contar, narrar, referir
<b>think</b>	[θɪŋk]	thought	[θo:t]	thought	[θo:t]	pensar, creer
<b>throw</b>	[θrəʊ]	threw	[θru:]	thrown	[θrəʊn]	lanzar, arrojar
<b>tread</b>	[tred]	trod	[trod]	trod	[ˈtrodn]	pisar
<b>understand</b>	[ʌndəˈstand]	understood	[ʌndəˈstud]	understood	[ʌndəˈstud]	comprender, entender
<b>undertake</b>	[ʌndəˈteɪk]	undertook	[ʌndəˈtʊk]	undertook	[ʌndəˈtʊk]	emprender, acometer
<b>unwind</b>	[ˈʌnˈwaɪnd]	unwound	[ˈʌnˈwaʊnd]	unwound	[ˈʌnˈwaʊnd]	desenredar, devanar
<b>upset</b>	[ʌpˈset]	upset	[ʌpˈset]	upset	[ʌpˈset]	perturbar, alterar
<b>wake</b>	[weɪk]	woke	[wəʊk]	woken	[ˈwəʊkən]	despertar, despertarse
<b>wear</b>	[weə(r)]	wore	[wo:(r)]	worn	[wo:n]	usar, llevar puesto
<b>weave</b>	[wi:v]	wove	[wəʊv]	woven	[ˈwəʊvən]	tejer, urdir
<b>weep</b>	[wi:p]	wept	[wept]	wept	[wept]	llorar
<b>win</b>	[wɪn]	won	[wʌn]	won	[wʌn]	ganar, vencer
<b>wind</b>	[waɪnd]	wound	[waʊnd]	wound	[waʊnd]	enrollar, dar cuerda a
<b>write</b>	[raɪt]	wrote	[rəʊt]	written	[ˈrɪtən]	escribir

## REGULAR VERBS

*Verbos regulares, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º, 4.º y 5.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, 4, 5, por Michael West.*

<i>abandon</i>	[ə'bandən]	abandonar, renunciar	<i>aim</i>	[eim]	apuntar, aspirar a
<i>abate</i>	[ə'beit]	disminuir, abatir	<i>alarm</i>	[ə'la:m]	alarmar, asustar
<i>abound</i>	[ə'baund]	abundar	<i>allow</i>	[ə'lau]	permitir, dejar
<i>absorb</i>	[əb'so:b]	absorber, preocupar	<i>alter</i>	[ʻo:ltə(r)]	alterar, cambiar
<i>accept</i>	[ək'sept]	aceptar, admitir	<i>amaze</i>	[ə'meiz]	asombrar, pasmarse
<i>accompany</i>	[ə'kʌmpəni]	acompañar	<i>amount</i>	[ə'maunt]	ascender, sumar
<i>accomplish</i>	[ə'kɒmplɪʃ]	efectuar, lle- var a cabo	<i>amuse</i>	[ə'mju:z]	entretener, divertir
<i>accuse</i>	[ə'kju:z]	acusar, culpar	<i>analyze</i>	[ʻanəlaiz]	analizar
<i>ache</i>	[eik]	doler	<i>announce</i>	[ə'nauns]	anunciar, notificar
<i>acquire</i>	[ə'kwaiə(r)]	adquirir	<i>annoy</i>	[ə'noi]	molestar, incomodar
<i>act</i>	[akt]	actuar, obrar	<i>answer</i>	[ʻa:nsə(r)]	contestar, responder
<i>add</i>	[əd]	sumar, añadir	<i>apologize</i>	[ə'pɒlədʒaiz]	pedir disculpas, excusarse
<i>address</i>	[ə'dres]	dirigir, dirigir la palabra	<i>appeal</i>	[ə'pi:l]	clamar, recurrir
<i>adjust</i>	[ə'dʒʌst]	ajustar, acoplar	<i>appear</i>	[ə'piə(r)]	aparecer, parecer
<i>admire</i>	[əd'maia(r)]	admirar, contemplar	<i>applaud</i>	[ə'plo:d]	aplaudir, aclamar
<i>admit</i>	[əd'mit]	admitir	<i>apply for</i>	[ə'plai fo:(r)]	pedir, solicitar
<i>adopt</i>	[əd'dɒpt]	adoptar	<i>appoint</i>	[ə'point]	nombrar, designar
<i>advance</i>	[əd'va:ns]	avanzar	<i>approach</i>	[ə'prəʊtʃ]	acercarse aproximarse
<i>advertise</i>	[ʻadvətaiz]	anunciar, publicar	<i>approve</i>	[ə'pru:v]	aprobar, sancionar
<i>advise</i>	[əd'vais]	aconsejar			
<i>affect</i>	[ə'fekt]	afectar, influir			
<i>afford</i>	[ə'fo:d]	producir, soportar un gasto			
<i>agree</i>	[ə'gri:]	convenir, ponerse de acuerdo			

<i>argue</i>	['a:gju:]	argüir,	<i>beg</i>	[beg]	rogar, pedir
<i>arrange</i>	[ə'reindʒ]	argumentar	<i>behave</i>	[bi'heiv]	comportarse,
<i>arrest</i>	[ə'rest]	disponer,	<i>believe</i>	[bi'li:v]	conducirse
<i>arrive</i>	[ə'raiv]	arreglar	<i>belong</i>	[bi'lɒŋ]	creer
<i>ascend</i>	[ə'send]	arrestar,	<i>bequeath</i>	[bi'kwi:ð]	pertenecer
<i>ask</i>	[a:sk]	prender	<i>bet</i>	[bet]	legar, dejar
<i>ask for</i>	['a:sk 'fo:(r)]	llegar	<i>betray</i>	[bi'trei]	apostar
<i>ask to</i>	['a:sk tu]	ascender,	<i>beware</i>	[bi'weə(r)]	traicionar,
<i>assign</i>	[ə'sain]	subir	<i>blame</i>	[bleim]	descubrir
<i>assist</i>	[ə'sist]	preguntar	<i>blaze</i>	[bleiz]	cuidar de,
<i>assume</i>	[ə'sju:m]	preguntar,	<i>bless</i>	[bles]	guardarse
<i>assure</i>	[ə'fʊə(r)]	pedir	<i>blink</i>	[bliŋk]	culpar,
<i>astonish</i>	[əs'tonɪʃ]	invitar	<i>block</i>	[blok]	censurar
<i>attack</i>	[ə'tak]	fijar, asignar	<i>blossom</i>	['b'lɒsəm]	resplandecer,
<i>attain</i>	[ə'tein]	asistir, ayudar	<i>blush</i>	[blʌʃ]	flamear
<i>attempt</i>	[ə'tempt]	dar por	<i>boast</i>	[bəʊst]	bendecir
<i>attend</i>	[ə'tend]	descontado	<i>boat</i>	[bəʊt]	pestañear,
<i>attract</i>	[ə'trakt]	asegurar,	<i>boil</i>	[boil]	fulgurar
<i>authorize</i>	['o:θəraiz]	afirmar	<i>bolt</i>	[bəʊlt]	bloquear,
<i>avoid</i>	[ə'void]	asombrar,	<i>book</i>	[buk]	obstruir
<i>await</i>	[ə'weit]	sorprender	<i>bore</i>	[bo:(r)]	floreecer,
<i>bake</i>	[beik]	atacar	<i>borrow</i>	['borəʊ]	echar flor
<i>balance</i>	['baləns]	conseguir,	<i>bound</i>	[baʊnd]	sonrojarse,
<i>bandage</i>	['bandidʒ]	alcanzar	<i>bow</i>	[bau]	ruborizarse
<i>bang</i>	[baŋ]	intentar,	<i>breathe</i>	[bri:ð]	alardear, va-
<i>bar</i>	[ba:(r)]	probar	<i>breed</i>	[bri:d]	nagloriarse
<i>base</i>	[beis]	atender,	<i>broadcast</i>	['bro:dkɑ:st]	ir en bote, po-
<i>bat</i>	[bat]	asistir	<i>broaden</i>	['bro:dn]	ner a bordo
<i>bark</i>	[ba:k]	atraer,			hervir, cocer
<i>bathe</i>	[beið]	interesar			cerrar con
		autorizar			cerrojo,
		evitar, eludir			trancar
		esperar			sacar una
		cocer en			entrada o
		horno			billete,
		equilibrar			encargar
		vendar			molestar,
		cerrarse de			fastidiar,
		golpe, hacer			taladrar
		ruido			pedir prestado
		obstruir,			limitar, botar
		barrear			encorvarse,
		basar, funda-			saludar
		mentar			inclinándose
		dar, golpear			respirar
		con un bat			criar, producir
		ladrar			radiodifundir
		bañarse,			ensanchar,
		bañar			ensancharse

<i>browse</i>	[brauz]	ramonear	<i>chase</i>	[tʃeɪs]	cazar
<i>brush</i>	[brʌʃ]	cepillar	<i>cheat</i>	[tʃi:t]	engañar
<i>buckle</i>	[ˈbʌkl]	abrochar con hebilla	<i>check</i>	[tʃek]	revisar, comprobar
<i>bump</i>	[bʌmp]	chocar contra	<i>cheer</i>	[tʃiə(r)]	vitorear, aplaudir
<i>burden</i>	[ˈbɜ:dn]	cargar	<i>cherish</i>	[ˈtʃerɪʃ]	abrigar, acariciar, apreciar
<i>burnish</i>	[ˈbɜ:niʃ]	pulir, bruñir	<i>chew</i>	[tʃu:]	mascar, masticar
<i>bury</i>	[ˈberi]	enterrar	<i>christen</i>	[ˈkrɪsm]	bautizar
<i>button</i>	[ˈbʌtn]	abotonar	<i>chuck</i>	[tʃʌk]	echar, arrojar
<i>call</i>	[kɔ:l]	llamar	<i>civilize</i>	[ˈsɪvɪlaɪz]	civilizar
<i>call in</i>	[ˈkɔ:l ˈɪn]	hacer entrar	<i>claim</i>	[kleɪm]	reclamar, demandar
<i>call on</i>	[ˈkɔ:l ˈɒn]	visitar	<i>clap</i>	[klap]	aplaudir, dar palmadas
<i>call out</i>	[ˈkɔ:l ˈaʊt]	gritar, vocear	<i>clasp</i>	[kla:sp]	abrazar, apretar
<i>call to mind</i>	[ˈkɔ:l tu ˈmaɪnd]	recordar, acordarse	<i>classify</i>	[ˈklɑ:sɪfaɪ]	clasificar
<i>call up</i>	[ˈkɔ:l ˈʌp]	telefonar, recordar	<i>clean</i>	[kli:n]	limpiar
<i>camp</i>	[kæmp]	acampar	<i>clear</i>	[kliə(r)]	quitar estorbos, aclamar
<i>capture</i>	[ˈkæptʃə(r)]	capturar, apresar	<i>climb</i>	[klaɪm]	trepar, escalar
<i>care for</i>	[ˈkɛə ˈfo:(r)]	desear, gustar	<i>close</i>	[kləʊz]	cerrar
<i>carry</i>	[ˈkæri]	llevar, acarrear	<i>coast</i>	[kəʊst]	costear (mar)
<i>carry out</i>	[ˈkæri ˈaʊt]	ejecutar, hacer	<i>cluster</i>	[ˈklʌstə(r)]	apiñarse, agruparse
<i>carve</i>	[kɑ:v]	trincar carne, esculpir	<i>coil up</i>	[ˈkɔɪl ˈʌp]	enrollar
<i>cash</i>	[kæʃ]	cobrar, convertir en dinero contante	<i>collect</i>	[kəˈlekt]	recoger, recaudar
<i>cause</i>	[kɔ:z]	causar, producir	<i>colour</i>	[ˈkʌlə(r)]	colorear, pintar
<i>cease</i>	[si:s]	cesar, desistir	<i>comb</i>	[kəʊm]	peinar, peinarse
<i>celebrate</i>	[ˈselɪbreɪt]	celebrar, festejar	<i>combine</i>	[kəmˈbeɪn]	combinar, unir
<i>challenge</i>	[ˈtʃælɪndʒ]	contradecir, desafiar	<i>comfort</i>	[ˈkʌmfət]	confortar, consolar
<i>chance</i>	[tʃɑ:ns]	sucedir, dar la casualidad	<i>command</i>	[kəˈma:nd]	ordenar, mandar
<i>change</i>	[tʃeɪndʒ]	cambiar, modificar	<i>commit</i>	[kəˈmɪt]	cometer, perpetrar
<i>change into, to</i>	[ˈtʃeɪndʒ ˈɪntu, tu]	transformar	<i>compare</i>	[kəmˈpeə(r)]	comparar
<i>charge</i>	[tʃɑ:dʒ]	pedir por, atacar	<i>compel</i>	[kəmˈpel]	obligar, compeler
<i>charge with</i>	[ˈtʃɑ:dʒ wɪð]	pedir por, imputar			

<i>compete</i>	[kəm'pi:t]	competir, rivalizar	<i>crash</i>	[kraʃ]	chocar, estrellarse
<i>complain</i>	[kəm'plein]	quejarse, lamentarse	<i>crawl</i>	[kro:l]	arrastrarse
<i>complete</i>	[kəm'pli:t]	acabar, completar	<i>create</i>	[kri'eit]	producir causar
<i>compose</i>	[kəm'pəuz]	componer, crear	<i>credit</i>	['kredit]	abonar, acreditar
<i>comprehend</i>	[kompri'hend]	comprender, entender	<i>cross</i>	[kros]	cruzar, atravesar
<i>concentrate</i>	['konsentreit]	concentrar, reunirse	<i>crowd</i>	[kraud]	congregarse, apiñarse
<i>conclude</i>	[kən'klu:d]	deducir, concluir	<i>crown</i>	[kraun]	coronar
<i>condemn</i>	[kən'dem]	condenar, censurar	<i>crush</i>	[kraʃ]	aplastar, es- trujar, apre- tar
<i>confess</i>	[kən'fes]	confesar, reconocer	<i>cry</i>	[krai]	llorar, exclamar
<i>confirm</i>	[kən'fə:m]	confirmar	<i>cry out</i>	['krai 'aut]	gritar
<i>confine</i>	[kən'fain]	limitar, reducir	<i>cultivate</i>	['kʌltiveit]	cultivar, la- brar
<i>confuse</i>	[kən'fju:z]	confundir, equivocar	<i>cure</i>	[kjʊə(r)]	curar
<i>congratulate</i>	[kən'gratjuleit]	felicitar	<i>curl</i>	[kə:l]	rizar, ensor- tizar
<i>conquer</i>	['kɒŋkə(r)]	conquistar	<i>curse</i>	[kə:s]	maldecir, renegar
<i>consider</i>	[kən'sidə(r)]	considerar, pensar	<i>damage</i>	['damidʒ]	dañar, per- judicar
<i>consist</i>	[kən'sist]	consistir en	<i>dance</i>	[da:ns]	bailar
<i>contain</i>	[kən'tein]	contener	<i>dart</i>	[da:t]	precipitarse, lanzarse
<i>continue</i>	[kən'tinju]	continuar, seguir	<i>dash</i>	[daʃ]	penetrar, estrellarse
<i>control</i>	[kən'trəul]	dirigir, controlar	<i>dawn</i>	[do:n]	amanecer
<i>convert</i>	[kən'və:t]	convertir	<i>decarbonize</i>	[di:'ka:bənaiz]	descarburar, quitar el carbono
<i>convey</i>	[kən'vei]	llevar, conducir	<i>decay</i>	[di'kei]	destruir, deteriorarse
<i>convince</i>	[kən'vins]	convencer	<i>deceive</i>	[di'si:v]	engañar
<i>cook</i>	[kuk]	cocinar, guisar	<i>decide</i>	[di'said]	decidir, resolver
<i>co-operate</i>	[kəu'opəreit]	cooperar	<i>decorate</i>	['dekəreit]	decorar
<i>copy</i>	['kopi]	copiar	<i>decrease</i>	[di:'kri:s]	disminuir
<i>correspond</i>	[kɒris'pond]	corresponder	<i>dedicate</i>	['dedikeit]	dedicar, consagrar
<i>cough</i>	[kof]	toser	<i>defeat</i>	[di'fi:t]	derrotar, vencer
<i>count</i>	[kaunt]	contar	<i>defend</i>	[di'fend]	defender
<i>court</i>	[ko:t]	cortejar, festejar			
<i>cover</i>	['kʌvə(r)]	cubrir, tapar			
<i>crack</i>	[krak]	agrietar, rajarse			



<i>delay</i>	[di'lei]	demorar, entretener	<i>disappoint</i>	[disə'point]	desilusionar, defraudar
<i>deliver</i>	[di'livə(r)]	entregar	<i>disapprove</i>	[ˈdisə'pru:v]	rechazar, desechar
<i>deliver from</i>	[di'livə frəm]	libertar, librar	<i>disbelieve</i>	[ˈdisbi'li:v]	descreer
<i>demand</i>	[di'ma:nd]	pedir, exigir	<i>discover</i>	[dis'kʌvə(r)]	descubrir
<i>denounce</i>	[di'nauns]	denunciar, acusar	<i>discourage</i>	[dis'kʌridʒ]	disuadir, desanimar
<i>deny</i>	[di'nai]	negar	<i>discuss</i>	[dis'kʌs]	discutir
<i>depart</i>	[di'pa:t]	marcharse, irse	<i>disgust</i>	[dis'gʌst]	disgustar, enfadar
<i>depend on</i>	[di'pend 'on]	depender de	<i>dishevel</i>	[di'ʃevəl]	desgrefiar, despeinar
<i>deprive</i>	[di'praiv]	privar, quitar	<i>dishonour</i>	[dis'onə(r)]	faltar al respeto, no respetar
<i>descend</i>	[di'send]	descender	<i>dislike</i>	[dis'laik]	no gustar de
<i>describe</i>	[dis'kraib]	describir	<i>dismiss</i>	[dis'mis]	despedir, destituir
<i>desert</i>	[di'zə:t]	desertar, abandonar	<i>dismount</i>	[ˈdis'maunt]	apearse, bajarse
<i>deserve</i>	[di'zə:v]	merecer	<i>disobey</i>	[ˈdis'obei]	desobedecer
<i>design</i>	[di'zain]	idear, proyectar	<i>dispel</i>	[dis'pel]	disipar, alejar
<i>desire</i>	[di'zaiə(r)]	desear	<i>disregard</i>	[ˈdisri'ga:d]	desatender, descuidar
<i>despair</i>	[dis'pɛə(r)]	desesperar, perder toda esperanza	<i>disturb</i>	[dis'tə:b]	molestar, perturbar
<i>despise</i>	[dis'paiz]	despreciar	<i>dive</i>	[daiv]	zambullirse, bucear
<i>destroy</i>	[dis'troi]	destronar, destruir	<i>divest</i>	[dai'vest]	despojar, desposeer
<i>detach</i>	[di'tatʃ]	separar, destacar	<i>divide</i>	[di'vaid]	dividir
<i>detain</i>	[di'tein]	detener, contener	<i>doom</i>	[du:m]	condenar, predestinar
<i>determine</i>	[di'tə:min]	determinar, decidir	<i>doubt</i>	[daut]	dudar, vacilar
<i>detest</i>	[di'test]	detestar, odiar	<i>draft</i>	[dra:ft]	redactor, diseñar
<i>develop</i>	[di'veləp]	desarrollar, revelar	<i>drag</i>	[drag]	arrastrar, dragar
<i>devote</i>	[di'vəut]	dedicar, consagrar	<i>drain</i>	[drein]	desaguar, desecar
<i>dial</i>	[ˈdaiəl]	llamar por teléfono	<i>dread</i>	[dred]	temer
<i>die</i>	[dai]	morir	<i>dress</i>	[dres]	vestir, vestirse
<i>differ</i>	[ˈdifə(r)]	diferenciarse, diferir	<i>drift</i>	[drift]	flotar, avanzar, moverse
<i>digest</i>	[di'dʒest]	digerir	<i>drill</i>	[dril]	hacer gimna- sia, taladrar
<i>dine</i>	[dain]	comer (la comida principal)			
<i>dip</i>	[dip]	sumergir, mojar			
<i>disappear</i>	[disə'piə(r)]	desaparecer			

<i>drip</i>	[drip]	chorrear, gotear	<i>engrave</i>	[in'greiv]	gravar, esculpir
<i>droop</i>	[dru:p]	inclinarse, bajar	<i>engulf</i>	[in'gʌlf]	sumir
<i>drop</i>	[drop]	dejar caer, gotear	<i>enjoy</i>	[in'dʒoi]	disfrutar, saborear
<i>drown</i>	[draun]	ahogarse, ahogar	<i>enliven</i>	[in'laivn]	animar, alegrar
<i>drum</i>	[drʌm]	redoblar, tocar el tambor	<i>enrage</i>	[in'reidʒ]	enfurecer, provocar
<i>dry</i>	[drai]	secar, desecar	<i>ensure</i>	[in'ʃuə(r)]	asegurar, garantizar
<i>dust</i>	[dʌst]	quitar el polvo, sacudir	<i>enter</i>	[ˈentə(r)]	entrar
<i>earn</i>	[ə:n]	ganar, merecer	<i>entertain</i>	[entə'tein]	obsequiar, agasajar
<i>educate</i>	[ˈedʒukeit]	educar	<i>envy</i>	[ˈenvi]	envidiar
<i>efface</i>	[i'feis]	borrar	<i>erase</i>	[i'reiz]	borrar
<i>elect</i>	[i'lekt]	elegir	<i>escape</i>	[is'keip]	escapar, huir
<i>emanate</i>	[ˈeməneit]	proceder, emanar	<i>establish</i>	[is'tæblɪʃ]	establecer, fundar
<i>emblazon</i>	[im'bleizən]	esmaltar con colores brillantes	<i>examine</i>	[ig'zæmin]	examinar, inspeccionar
<i>emerge</i>	[i'mə:dʒ]	emerger, salir	<i>exchange</i>	[iks'tʃeɪndʒ]	cambiar, canjear
<i>emit</i>	[i'mit]	emitir, despedir	<i>excite</i>	[ik'sait]	excitar, estimular
<i>enable</i>	[i'neibl]	habilitar, permitir	<i>exclaim</i>	[iks'kleim]	exclamar
<i>encamp</i>	[in'kamp]	acampar	<i>excuse</i>	[iks'kju:z]	dispensar, disculpar
<i>encircle</i>	[in'sə:kl]	cercar, rodear	<i>exercise</i>	[ˈeksəsaiz]	ejercitar, adistrar
<i>enclose</i>	[in'kləʊz]	cercar, incluir	<i>exert</i>	[ig'zə:t]	ejercer
<i>encompass</i>	[in'kampəs]	rodear, circundar	<i>excite</i>	[ik'sait]	excitar, estimular
<i>encourage</i>	[in'kʌrɪdʒ]	animar, estimular	<i>excuse</i>	[iks'kju:z]	disculpar, excusar
<i>end</i>	[end]	acabar, terminar	<i>exhibit</i>	[ig'zibit]	exhibir, mostrar
<i>endeavour</i>	[in'devə(r)]	procurar, intentar	<i>exist</i>	[ig'zist]	existir
<i>endure</i>	[in'djuə(r)]	soportar, aguantar	<i>expand</i>	[iks'pænd]	cubrir, dila- tarse, ex- pandirse
<i>enforce</i>	[in'fɔ:s]	hacer cum- plir, forzar	<i>expect</i>	[iks'pekt]	esperar, contar con
<i>engage</i>	[in'geɪdʒ]	emplear, comprome- terse	<i>explain</i>	[iks'pleɪn]	explicar
			<i>explode</i>	[iks'pləʊd]	estallar, hacer explo- sión
			<i>explore</i>	[iks'plo:(r)]	examinar, explorar

<i>export</i>	[eks'po:t]	exportar	<i>flinch</i>	[flintʃ]	ceder,
<i>expound</i>	[iks'paund]	exponer,			retroceder
		explicar	<i>float</i>	[fləut]	flotar
<i>express</i>	[iks'pres]	expresar,	<i>flounce</i>	[flauns]	agitarse,
		manifestar			movearse
<i>extend</i>	[iks'tend]	extender,	<i>flow</i>	[fləu]	fluir, correr,
		alargar			manar
<i>extinguish</i>	[iks'tingwiʃ]	extinguir,	<i>flutter</i>	[ˈflʌtə(r)]	agitarse,
		apagar			revolotear
<i>fade</i>	[feid]	marchitarse,	<i>focus</i>	[ˈfəukəs]	converger,
		palidecer			concentrar
<i>fail</i>	[feil]	no aprobar,	<i>fold</i>	[fəuld]	plegar,
		fracasar			doblar
<i>faint</i>	[feint]	desmayarse,	<i>follow</i>	[ˈfələu]	seguir,
		desfallecer			perseguir
<i>fan</i>	[fan]	abanicar	<i>force</i>	[fo:s]	obligar,
<i>farm</i>	[fa:m]	cultivar,			forzar
		labrar la	<i>form</i>	[fo:m]	formar
		tierra	<i>fortify</i>	[ˈfo:tifai]	fortificar,
<i>fasten</i>	[ˈfa:sn]	abrochar,			fortalecer
		amarrar	<i>found</i>	[faund]	fundar
<i>fathom</i>	[ˈfaðəm]	penetrar,	<i>frighten</i>	[ˈfraitn]	asustarse,
		examinar a			asustar
		fondo	<i>frustrate</i>	[frʌs'treit]	frustrar,
<i>favour</i>	[ˈfeivə(r)]	favorecer			privar
<i>fear</i>	[fiə(r)]	temer	<i>fry</i>	[frai]	freír
<i>fester</i>	[ˈfestə(r)]	inficionarse,	<i>fulfil</i>	[ful'fil]	cumplir,
		ulcerarse			realizar
<i>fetch</i>	[fetʃ]	ir a buscar,	<i>fumble</i>	[ˈfʌmbəl]	buscar, andar
		coger			a tientas
<i>fill</i>	[fil]	llenar	<i>furnish</i>	[ˈfə:niʃ]	amueblar,
<i>fill in</i>	[ˈfil 'in]	rellenar			proveer
<i>fill out</i>	[ˈfil 'aut]	rellenar	<i>gain</i>	[gein]	ganar
<i>finish</i>	[ˈfiniʃ]	acabar,	<i>gasp</i>	[ga:sp]	agarrar, asir
		terminar	<i>gather</i>	[ˈgʌðə(r)]	recoger,
<i>fire</i>	[ˈfaɪə(r)]	disparar,			juntar
		hacer fuego	<i>gaze</i>	[geiz]	contemplar
<i>fish</i>	[fiʃ]	pescar			fijamente
<i>fit</i>	[fit]	adaptarse,	<i>glide</i>	[glaid]	planear,
		ir bien			deslizarse
<i>fit up</i>	[ˈfit 'ʌp]	acondicionar,	<i>glimmer</i>	[ˈglimə(r)]	brillar,
		equipar			relucir
<i>fix</i>	[fiks]	fijar, sujetar	<i>glitter</i>	[ˈglitə(r)]	relucir, ruti-
<i>flap</i>	[flap]	aletear, batir			lar
<i>flash</i>	[flaʃ]	brillar,	<i>glow</i>	[gləu]	relucir, res-
		destellar			plandecer
<i>flatter</i>	[ˈflʌtə(r)]	adular,	<i>gnaw</i>	[no:]	roer
		halagar	<i>govern</i>	[ˈgʌvən]	gobernar,
<i>flee</i>	[fli:]	huir, escaparse			regir

<i>grant</i>	[gra:nt]	otorgar, conceder	<i>huddle</i>	[ˈhʌdl]	amontonar, agruparse
<i>grasp</i>	[gra:sp]	agarrar, asir	<i>hum</i>	[hʌm]	zumbar, canturrear
<i>graze</i>	[greiz]	pacer, pastar	<i>hunt</i>	[hʌnt]	cazar
<i>greet</i>	[gri:t]	saludar	<i>hurry</i>	[ˈhʌri]	apresurarse, darse prisa
<i>grieve</i>	[gri:v]	apenarse, afligirse	<i>identify</i>	[aiˈdentɪfaɪ]	identificar
<i>groan</i>	[grəʊn]	gemir	<i>ignore</i>	[ɪgˈno:(r)]	desconocer, no hacer caso de
<i>ground</i>	[graʊnd]	cimentar, fundamentar	<i>imagine</i>	[iˈmædʒɪn]	imaginarse
<i>grunt</i>	[grʌnt]	gruñir	<i>imbibe</i>	[ɪmˈbaɪb]	absorber, embeber
<i>guard</i>	[ga:d]	guardar	<i>imitate</i>	[ˈɪmɪteɪt]	imitar
<i>guess</i>	[ges]	adivinar, acertar	<i>immunise</i>	[ˈɪmjunaɪz]	inmunizar
<i>guide</i>	[gaɪd]	guiar, dirigir	<i>import</i>	[ɪmˈpɔ:t]	importar
<i>hail</i>	[heɪl]	saludar, aclamar, granizar	<i>impress</i>	[ɪmˈpres]	imprimir, grabar
<i>hammer</i>	[ˈhæmə(r)]	martillar, clavar	<i>improve</i>	[ɪmˈpru:v]	mejorar, perfeccionar
<i>hand</i>	[hænd]	entregar, dar	<i>include</i>	[ɪnˈklu:d]	incluir, comprender
<i>handle</i>	[ˈhændl]	manejar, dirigir	<i>increase</i>	[ɪnˈkris]	aumentar, incrementar
<i>hang</i>	[hæŋ]	ahorcar	<i>incrust</i>	[ɪnˈkrʌst]	incrustar
<i>happen</i>	[ˈhæpən]	suceder, pasar	<i>inform</i>	[ɪnˈfo:m]	informar
<i>harm</i>	[hɑ:m]	herir, dañar	<i>inherit</i>	[ɪnˈherɪt]	heredar
<i>hasten</i>	[ˈheɪsn]	apresurarse	<i>inject</i>	[ɪnˈdʒekt]	inyectar
<i>hatch</i>	[hætʃ]	empollar, incubar	<i>inoculate</i>	[ɪˈnɒkjuleɪt]	inocular
<i>hate</i>	[heɪt]	odiar, detes- tar	<i>inquire</i>	[ɪnˈkwaɪə(r)]	averiguar, preguntar
<i>heal</i>	[hi:l]	curar, sanar	<i>insist</i>	[ɪnˈsɪst]	insistir
<i>heap</i>	[hi:p]	apilar, amontonar	<i>inspect</i>	[ɪnˈspekt]	examinar, inspeccionar
<i>heat</i>	[hi:t]	calentar	<i>install</i>	[ɪnˈsto:l]	instalar
<i>help</i>	[help]	ayudar	<i>instil</i>	[ɪnˈstɪl]	inculcar, infundir
<i>hem in</i>	[ˈhem ˈɪn]	rodear, cercar	<i>insult</i>	[ɪnˈsʌlt]	insultar
<i>hesitate</i>	[ˈhezɪteɪt]	dudar, vacilar	<i>intend</i>	[ɪnˈtend]	intentar, proyectar
<i>hinder</i>	[ˈhaɪndə(r)]	impedir, obstruir	<i>interest</i>	[ˈɪntrɪst]	interesar, interesarse
<i>hire</i>	[ˈhaɪə(r)]	alquilar, arrendar	<i>interfere</i>	[ɪntəˈfɪə(r)]	interponerse, impedir
<i>hitch</i>	[hɪtʃ]	atar, sujetar	<i>intermarry</i>	[ˈɪntəˈmæri]	casarse per- sonas de distintas razas
<i>honour</i>	[ˈɒnə(r)]	honrar			
<i>hop</i>	[hɒp]	andar a la pata coja			
<i>hope</i>	[həʊp]	esperar			
<i>hover</i>	[ˈhovə(r)]	rondar			
<i>howl</i>	[haʊl]	rugir, ladrar			

<i>interpose</i>	[intə'pəuz]	interponer	<i>load</i>	[ləʊd]	cargar
<i>interrupt</i>	[intə'rʌpt]	interrumpir	<i>lock</i>	[lɒk]	cerrar con llave
<i>intervene</i>	[intə'vi:n]	intervenir, ocurrir	<i>lodge</i>	[lɒdʒ]	alojar, albergar
<i>introduce</i>	[intrə'dju:s]	presentar, introducir	<i>long</i>	[lɒŋ]	anhelar, ansiar
<i>invent</i>	[in'vent]	inventar	<i>look</i>	[lʊk]	parecer
<i>invest</i>	[in'vest]	invertir	<i>look after</i>	['lʊk 'ɑ:ftə(r)]	cuidar
<i>involve</i>	[in'vɒlv]	implicar	<i>look at</i>	['lʊk 'æt]	mirar
<i>invite</i>	[in'vait]	invitar	<i>look for</i>	['lʊk 'fo:(r)]	buscar
<i>issue</i>	['ɪʃju:]	despachar, vender	<i>look like</i>	['lʊk 'laɪk]	parecerse a
<i>join</i>	[dʒɔɪn]	unir, juntar	<i>look up</i>	['lʊk 'ʌp]	visitar a una persona
<i>joint</i>	[dʒɔɪnt]	juntar, unir	<i>loosen</i>	['lu:sn]	aflojar, soltar
<i>joke</i>	[dʒəʊk]	bromear	<i>love</i>	[lʌv]	amar, querer
<i>jump</i>	[dʒʌmp]	saltar	<i>lower</i>	['ləʊə(r)]	hacer descender, bajar
<i>kick</i>	[kɪk]	dar patadas, cocear	<i>lug</i>	[lʌg]	arrastrar, remolcar
<i>kill</i>	[kɪl]	matar	<i>madden</i>	['mædn]	enloquecer
<i>kiss</i>	[kɪs]	besar	<i>manage</i>	['mænɪdʒ]	gobernar, administrar
<i>knock</i>	[nɒk]	golpear, dar con los nudillos	<i>march</i>	[mɑ:tʃ]	marchar, desfilar
<i>land</i>	[lænd]	aterrizar, desembarcar	<i>mark</i>	[mɑ:k]	marcar, señalar
<i>last</i>	[lɑ:st]	durar	<i>marry</i>	['mæri]	casarse
<i>laugh at</i>	['lɑ:f at/ət]	reírse, reír	<i>master</i>	['mɑ:stə(r)]	dominar, saber a fondo
<i>launch</i>	[lɔ:ntʃ]	lanzar	<i>match</i>	[mætʃ]	ir bien, hacer juego
<i>leak</i>	[li:k]	filtrarse, derramarse	<i>matter</i>	['mætə(r)]	importar, hacer al caso
<i>lecture</i>	['lektʃə(r)]	disertar, dar una conferencia	<i>measure</i>	['meʒə(r)]	medir
<i>lengthen</i>	['leŋθən]	alargar, estirar	<i>melt</i>	[melt]	fundir, derretir
<i>lessen</i>	['lesn]	aminorar, disminuir	<i>mend</i>	[mend]	componer, reparar
<i>level</i>	['levl]	apuntar (un arma)	<i>mention</i>	['menʃən]	mencionar, aludir
<i>lick</i>	[lɪk]	lamer	<i>milk</i>	[mɪlk]	ordeñar
<i>lie</i>	[lai]	mentir	<i>mind</i>	[maɪnd]	importar, tener inconveniente
<i>lift</i>	[lɪft]	levantar	<i>mismanage</i>	['mɪs'mænɪdʒ]	estropear, desarreglar
<i>like</i>	[laɪk]	gustar, agradar			
<i>liquidate</i>	['lɪkwɪdeɪt]	liquidar, saldar cuentas			
<i>listen</i>	['lɪsn]	escuchar			
<i>live</i>	[lɪv]	vivir			

<i>miss</i>	[mis]	perder, añorar	<i>oppose</i>	[ə'pəuz]	oponer, hacer
<i>mix</i>	[miks]	mezclar			frente a
<i>moan</i>	[məun]	gemir, lamentarse	<i>order</i>	['o:də(r)]	ordenar, encargar
<i>mock</i>	[mɒk]	burlarse de, reírse de	<i>originate</i>	[ə'ridʒineit]	originar, producir
<i>mount</i>	[maunt]	montar, cabalgar	<i>outnumber</i>	[aut'nʌmbə(r)]	exceder en número
<i>move</i>	[mu:v]	mover, trasladarse	<i>overlook</i>	[əuvə'luk]	tener vista a, dar o caer a
<i>multiply</i>	['mʌltiplai]	multiplicar	<i>overpower</i>	[əuvə'pauə(r)]	superar, vencer
<i>murder</i>	['mə:də(r)]	asesinar	<i>owe</i>	[əu]	adeudar, deber
<i>murmur</i>	['mə:mə(r)]	murmurar	<i>own</i>	[əun]	poseer
<i>name</i>	[neim]	nombrar, llamar	<i>pack up</i>	['pæk 'ʌp]	arreglar el equipaje
<i>navigate</i>	['navigeit]	navegar	<i>paint</i>	[peint]	pintar
<i>need</i>	[ni:d]	necesitar	<i>paper</i>	['peipə(r)]	empapelar
<i>neglect</i>	[ni'glekt]	descuidar, olvidar	<i>pare</i>	[pɛə(r)]	pelar, mondar
<i>nod</i>	[nod]	cabecear, do- blar la ca- beza	<i>park</i>	[pa:k]	aparcar
<i>notice</i>	['nəutis]	observar, notar	<i>part</i>	[pa:t]	partir, separar
<i>nurse</i>	[nə:s]	cuidar de un enfermo	<i>part with</i>	['pa:t wið]	enajenar, deshacerse de
<i>obey</i>	[ə'bei]	obedecer	<i>pass</i>	[pa:s]	pasar, cruzar
<i>object</i>	[əb'dʒekt]	objetar, poner reparos	<i>pause</i>	[poʊz]	cesar, detenerse
<i>oblige</i>	[ə'blaɪdʒ]	obligar, reconocer	<i>peck</i>	[pek]	picotear
<i>obliterate</i>	[ə'blɪtəreɪt]	borrar	<i>peel</i>	[pi:l]	pelar, mondar
<i>observe</i>	[əb'zə:v]	observar	<i>peer</i>	[piə(r)]	atisbar, escudriñar
<i>obtain</i>	[ob'tein]	obtener, conseguir	<i>pelt</i>	[pelt]	arrojar, tirar
<i>occupy</i>	['ɒkjupai]	ocupar, emplear tiempo	<i>pen</i>	[pen]	escribir, componer
<i>occur</i>	[ə'kə:(r)]	ocurrir, suceder	<i>penetrate</i>	['penitreɪt]	penetrar, calar
<i>offend</i>	[ə'fend]	ofender	<i>perish</i>	['periʃ]	perecer, sucumbir
<i>offer</i>	['ɒfə(r)]	ofrecer	<i>permit</i>	[pə'mɪt]	permitir, dejar
<i>officiate</i>	[ə'fɪʃieɪt]	desempeñar un cargo	<i>persuade</i>	[pə'sweɪd]	persuadir, influir
<i>open</i>	['əʊpən]	abrir	<i>photograph</i>	['fəʊtəgrɑ:f]	fotografiar
<i>operate</i>	['ɒpəreɪt]	hacer funcionar, operar	<i>pick</i>	[pɪk]	coger, picar
			<i>pick up</i>	['pɪk 'ʌp]	recoger, levantar

<i>picture</i>	[ˈpɪktʃə(r)]	dibujar, describir	<i>predict</i>	[priˈdɪkt]	predecir, pronosticar
<i>pierce</i>	[piəs]	agujerear, penetrar	<i>prefer</i>	[priˈfə:(r)]	preferir
<i>pinch</i>	[pɪntʃ]	pellizcar, apretar	<i>preoccupy</i>	[priˈɒkjʊpaɪ]	preocupar
<i>place</i>	[pleɪs]	colocar, poner	<i>prepare</i>	[priˈpeə(r)]	preparar, disponer
<i>plan</i>	[plæn]	planear, idear	<i>present</i>	[priˈzent]	presentar, regalar
<i>plant</i>	[plɑ:nt]	plantar	<i>preserve</i>	[priˈzə:v]	conservar, guardar
<i>plash</i>	[plɑ:f]	chapotear	<i>press</i>	[pres]	comprimir, apretar
<i>play</i>	[pleɪ]	jugar, tocar	<i>pretend</i>	[priˈtend]	pretender
<i>plead</i>	[pli:d]	alegar, suplicar	<i>prevent</i>	[priˈvent]	evitar, impedir
<i>plead guilty</i>	[ˈpli:d ˈgɪlti]	confesarse culpable	<i>prick</i>	[pɪk]	pinchar, picar, punzar
<i>please</i>	[pli:z]	agradar, satisfacer	<i>print</i>	[prɪnt]	imprimir
<i>plough</i>	[plau]	arar	<i>proceed</i>	[prəˈsi:d]	proseguir, continuar
<i>plunge</i>	[plʌndʒ]	sumergir, meter	<i>proclaim</i>	[prəˈkleɪm]	proclamar, publicar
<i>point</i>	[poɪnt]	apuntar, señalar	<i>prod</i>	[prɒd]	empujar
<i>polish</i>	[ˈpɒlɪʃ]	pulir, pulimentar	<i>produce</i>	[prəˈdju:s]	producir, presentar
<i>ponder</i>	[ˈpɒndə(r)]	ponderar, examinar	<i>progress</i>	[prəˈɡres]	avanzar, progresar
<i>pop</i>	[pɒp]	detonar (ta- ponazo)	<i>promise</i>	[ˈpromɪs]	prometer
<i>pop out</i>	[ˈpɒp ˈaʊt]	sobresalir	<i>promote</i>	[prəˈməʊt]	desarrollar, fomentar
<i>possess</i>	[pəˈzes]	poseer	<i>pronounce</i>	[prəˈnaʊns]	pronunciar
<i>post</i>	[pəʊst]	echar al correo	<i>propose</i>	[prəˈpəʊz]	proponer, sugerir
<i>postpone</i>	[pəʊstˈpəʊn]	posponer, aplazar	<i>protect</i>	[prəˈtekt]	proteger
<i>pounce</i>	[paʊns]	agujerear, atacar brus- camente	<i>prove</i>	[pru:v]	probar, demostrar
<i>pour</i>	[po:(r)]	verter, echar	<i>provide</i>	[prəˈvaɪd]	proveer, pro- porcionar
<i>practise</i>	[ˈpræktɪs]	practicar	<i>publish</i>	[ˈpʌblɪʃ]	publicar, editar
<i>praise</i>	[preɪz]	elogiar, alabar	<i>pull</i>	[pul]	tirar de, estirar
<i>pray</i>	[preɪ]	rezar, rogar	<i>pull down</i>	[ˈpul ˈdaʊn]	derruir, derribar
<i>preach</i>	[pri:tʃ]	predicar, exhortar	<i>punish</i>	[ˈpʌnɪʃ]	castigar
<i>preclude</i>	[priˈklu:d]	excluir, impedir	<i>purify</i>	[ˈpjuəɪfaɪ]	purificar
			<i>pursue</i>	[pəˈsju:]	perseguir
			<i>push</i>	[puʃ]	empujar

<i>puzzle</i>	['pʌzl]	confundir, intrigar	<i>refuse</i>	[ri'fju:z]	rehusar, negarse
<i>quake</i>	[kweik]	temblar	<i>regard</i>	[ri'ga:d]	considerar
<i>qualify</i>	['kwɒlifai]	calificar	<i>regret</i>	[ri'gret]	lamentar, sentir
<i>quarrel</i>	['kwɒrəl]	reñir, pelearse	<i>rejoice</i>	[ri'dʒɔis]	regocijarse, alegrar
<i>question</i>	['kwestʃən]	preguntar, objetar	<i>relate</i>	[ri'leit]	relatar, contar
<i>quibble</i>	['kwibl]	buscar esca- patorias	<i>relax</i>	[ri'laks]	relajar, aflo- jar, ceder
<i>quicken</i>	['kwikən]	acelerar, apresurar	<i>release</i>	[ri'li:s]	soltar
<i>quiver</i>	['kwivə(r)]	temblar, es- tremecerse	<i>relieve</i>	[ri'li:v]	aliviar, con- solar
<i>rage</i>	[reidʒ]	prevalecer, reinar	<i>remain</i>	[ri'mein]	permanecer estarse
<i>rain</i>	[rein]	llover	<i>remark</i>	[ri'ma:k]	observar, hacer notar
<i>raise</i>	[reiz]	levantar, alzar; criar	<i>remember</i>	[ri'membə(r)]	recordar
<i>rake</i>	[reik]	rastrillar	<i>remind</i>	[ri'maɪnd]	traer a la memoria
<i>rally</i>	['rali]	replegarse, reunirse	<i>remove</i>	[ri'mu:v]	llevar, trasladar
<i>ransom</i>	['ransəm]	redimir	<i>rent</i>	[rent]	alquilar, arrendar
<i>rattle off</i>	['ratl 'ɒf]	chirriar, ha- cer ruido	<i>repair</i>	[ri'peə(r)]	reparar, restaurar
<i>reach</i>	[ri:tʃ]	alcánzar, llegar	<i>repay</i>	[ri:'pei]	reembolsar, reintegrar
<i>react</i>	[ri'akt]	reaccionar	<i>repeat</i>	[ri'pi:t]	repetir
<i>realize</i>	['riəlaɪz]	darse cuenta, ver	<i>repel</i>	[ri'pel]	repeler, rechazar
<i>rear</i>	[riə(r)]	criar, educar	<i>replace</i>	[ri'pleis]	reemplazar, sustituir
<i>recall</i>	[ri'ko:l]	recordar	<i>reply</i>	[ri'plai]	contestar
<i>receive</i>	[ri'si:v]	recibir	<i>report</i>	[ri'pɔ:t]	informar, manifestar
<i>reckon</i>	['rekən]	contar, calcular	<i>represent</i>	[repri'zent]	representar
<i>recognize</i>	['rekəɡnaɪz]	reconocer, admitir	<i>reproduce</i>	[ri:'prɒdju:s]	reproducirse, reproducir
<i>recommend</i>	[rekə'mend]	recomendar	<i>reprove</i>	[ri'pru:v]	reprender, reprobar
<i>record</i>	[ri'ko:d]	registrar, archivar	<i>require</i>	[ri'kwaɪə(r)]	requerir, necesitar
<i>recover</i>	[ri'kʌvə(r)]	recuperar, reponerse	<i>rescue</i>	['reskju:]	rescatar, salvar
<i>reduce</i>	[ri'dju:s]	reducir, disminuir	<i>resemble</i>	[ri'zembl]	parecerse a
<i>refine</i>	[ri'fain]	refinar, purificar	<i>reserve</i>	[ri'zə:v]	reservar, guardar
<i>reflect</i>	[ri'flekt]	reflejar			
<i>reform</i>	[ri'fo:m]	reformular			
<i>refresh</i>	[ri'freʃ]	confortar, refrescar			



<i>resign</i>	[ri'zain]	dimitir, renunciar	<i>row</i>	[rəu]	remar
<i>resist</i>	[ri'zist]	resistir. oponerse	<i>rub</i>	[rʌb]	frotar, restregar
<i>resolve</i>	[ri'zolv]	resolver, decidir	<i>ruin</i>	['ru:in]	arruinarse, derruir
<i>resound</i>	[ri'zaund]	resonar	<i>rule</i>	[ru:l]	gobernar, regir
<i>respect</i>	[ris'pekt]	respetar, estimar	<i>rush</i>	[rʌʃ]	precipitarse, abalanzarse
<i>rest</i>	[rest]	descansar	<i>sacrifice</i>	['səkrifais]	sacrificar
<i>restore</i>	[ris'to:(r)]	restituir, restaurar	<i>sail</i>	[seil]	navegar, viajar por mar
<i>restrain</i>	[ris'trein]	reprimir, contener	<i>sally forth</i>	['sali 'fo:θ]	avanzar con denuedo
<i>result</i>	[ri'zalt]	resultar	<i>salt</i>	[so:lt]	salar, sazonar
<i>resume</i>	[ri'zju:m]	reanudar	<i>salute</i>	[sə'lu:t]	saludar
<i>retire</i>	[ri'taiə(r)]	retirarse, jubilarse	<i>sanctify</i>	['səŋktifai]	santificar
<i>retreat</i>	[ri'tri:t]	retroceder, retirarse	<i>satisfy</i>	['satisfai]	satisfacer, saciar
<i>return</i>	[ri'tə:n]	volver, regresar	<i>save</i>	[seiv]	salvar, ahorrar
<i>reveal</i>	[ri'vi:l]	revelar, descubrir	<i>scalp</i>	[skalp]	quitar el pe- ricráneo con la cabellera
<i>revenge</i>	[ri'vendʒ]	vengar, vindicar	<i>scatter</i>	['skætə(r)]	esparcir, desparramar
<i>review</i>	[ri'vju:]	repasar, revistar	<i>scold</i>	[skəuld]	reñir, regañar
<i>revise</i>	[ri'vaiz]	revisar, corregir	<i>scrape</i>	[skreip]	restregar, rascar
<i>revolve</i>	[ri'volv]	girar, dar vueltas	<i>scratch</i>	[skratʃ]	rascar, rascarse
<i>ripen</i>	['raipən]	madurar	<i>screen</i>	[skri:n]	resguardar, proteger
<i>risk</i>	[risk]	arriesgar, exponer	<i>seal</i>	[si:l]	precintar, cerrar, her- méticamente
<i>roam</i>	[rəum]	vagar, deambular	<i>search</i>	[sə:tʃ]	indagar, averiguar
<i>roar</i>	[ro:(r)]	rugir, bramar	<i>seat</i>	[si:t]	tener asientos, sentar
<i>roast</i>	[rəust]	asar, tostar	<i>secure</i>	[si'kjua(r)]	asegurar, garantizar
<i>rob</i>	[rob]	robar, saquear	<i>seem</i>	[si:m]	parecer, pare- cerle a uno
<i>rock</i>	[rok]	mecer, balancear	<i>seize</i>	[si:z]	agarrar, coger, decomisar
<i>roll</i>	[rol]	rodar, allanar	<i>separate</i>	['sepəreit]	separar
<i>roll up</i>	['rəul 'ʌp]	enrollar			
<i>rotate</i>	[rəu'teit]	dar vueltas, girar			
<i>rouse</i>	[rauz]	despertar, despertarse			

<i>serve</i>	[sə:v]	servir, ser útil	<i>spare</i>	[spɛə(r)]	permitirse al-
<i>settle</i>	['setl]	establecerse,			go, soportar
		asentarse	<i>sparkle</i>	['spa:kl]	rutilar, relucir
<i>sew</i>	[səu]	coser	<i>spoil</i>	['spoil]	estropear,
<i>shade</i>	[ʃeid]	sombrear			echar a
<i>shame</i>	[ʃeim]	avergonzar,			perder
		abochornar	<i>spout</i>	[spaut]	brotar,
<i>share</i>	[ʃɛə(r)]	compartir,			chorrear
		participar	<i>spray</i>	[sprei]	rociar
<i>sharp</i>	[ʃa:p]	afilar, aguzar	<i>sprinkle</i>	['sprɪŋkl]	rociar,
<i>sharpen</i>	['ʃa:pən]	afilar, aguzar			esparcir
<i>shave</i>	[ʃeiv]	afeitarse,	<i>spy</i>	[spai]	espiar
		afeitar	<i>squirt</i>	[skwə:t]	hacer salir a
<i>shelter</i>	['ʃeltə(r)]	refugiarse,			chorro
		resguardar	<i>stagger</i>	['stagə(r)]	hacer eses,
<i>shield</i>	[ʃi:ld]	escudar,			tambalearse,
		proteger	<i>stain</i>	[stein]	vacilar
<i>shorten</i>	['ʃo:tn]	acortar			manchar,
<i>shout</i>	[ʃaut]	gritar,	<i>stalk</i>	[sto:k]	ensuciar
		exclamar			cazar al
<i>shower</i>			<i>stammer</i>	['stamə(r)]	acecho
<i>upon</i>	['ʃəuər ə'pon]	derramar con			tartamudear,
		abundancia	<i>stamp</i>	[stamp]	balbucir
<i>sigh</i>	[sai]	suspirar	<i>standardize</i>	['standədaiz]	sellar, marcar
<i>sign</i>	[sain]	firmar			reducir a un
<i>simmer</i>	['simə(r)]	hervir a fue-			modelo
		go lento	<i>stare</i>	[steə(r)]	mirar con
<i>sizzle</i>	['sizl]	hacer ruido al			fijeza
		freír o asar	<i>start</i>	[sta:t]	partir, poner
<i>skulk</i>	[skalk]	acechar,			en marcha,
		remolonear	<i>state</i>	[steit]	marchar
<i>slide</i>	[slaid]	escurrirse,			manifestar,
		deslizarse	<i>stay</i>	[stei]	decir
<i>slip</i>	[slip]	resbalar,			permanecer,
		deslizarse	<i>steep</i>	[sti:p]	estarse
<i>smear</i>	[smiə(r)]	untar			empapar,
<i>smile</i>	[smaɪl]	sonreír	<i>step</i>	[step]	remojar
<i>smoke</i>	[sməuk]	fumar			dar pasos,
<i>snap</i>	[snap]	cortar la	<i>stick</i>	[stik]	andar
		palabra			clavar, intro-
<i>snow</i>	[snəu]	nevar	<i>stir</i>	[stə:(r)]	ducir, pegar
<i>sober</i>	['səubə(r)]	serenarse,	<i>stoop</i>	[stu:p]	agitar, batir
		desemborra-			agacharse,
		charse	<i>stop</i>	[stop]	abatir
<i>solve</i>	[solv]	resolver,			parar,
		aclarar	<i>store</i>	[sto:(r)]	detenerse
<i>sort</i>	[so:t]	clasificar,	<i>strain</i>	[strein]	almacenar
		ordenar			esforzarse,
<i>sound</i>	[saund]	sonar			extremar

<i>stream out</i>	[ˈstri:m ˈaut]	salir a torrentes	<i>surround</i>	[səˈraund]	circundar, rodear
<i>stretch</i>	[stretʃ]	estirar, extenderse	<i>survive</i>	[səˈvaiv]	sobrevivir
<i>strip</i>	[stri:p]	desnudar, descuartizar	<i>suspect</i>	[səsˈpekt]	sospechar, imaginar
<i>stroke</i>	[strəuk]	acariciar con la mano, atusar	<i>sustain</i>	[səsˈtein]	resistir, aguantar
<i>struggle</i>	[ˈstrʌgl]	luchar, esforzarse	<i>switch</i>	[switʃ]	cambiar la dirección de la corriente
<i>strut</i>	[strat]	andar con afectación	<i>switch on</i>	[ˈswitʃ ˈon]	conectar, enchufar
<i>study</i>	[ˈstʌdi]	estudiar	<i>swallow</i>	[ˈswoləu]	tragar, engullir
<i>stumble</i>	[ˈstʌmbəl]	precipitarse, trompicar	<i>swoop</i>	[swu:p]	precipitarse sobre algo
<i>stun</i>	[stʌn]	dejar sin co- nocimiento de un golpe	<i>talk</i>	[to:k]	charlar, hablar
<i>subside</i>	[səbˈsaid]	descender, hundirse	<i>tame</i>	[teim]	domar, do- mesticar
<i>succeed</i>	[səkˈsi:d]	lograr, tener éxito	<i>tap</i>	[tap]	dar golpecitos con la mano
<i>suck</i>	[sʌk]	chupar, sorber	<i>taste</i>	[teist]	paladear, saber
<i>suffer</i>	[ˈsʌfə(r)]	sufrir, padecer	<i>taxi</i>	[ˈtaksi]	rodar sobre el suelo (aviones)
<i>suffice</i>	[səˈfaɪs]	bastar	<i>tease</i>	[ti:z]	fastidiar, molestar
<i>suggest</i>	[səˈdʒest]	sugerir, insinuar	<i>telephone</i>	[ˈtelifəʊn]	telefonar
<i>suit</i>	[sju:t]	convenir, ir bien	<i>tempt</i>	[tempt]	tentar, poner a prueba
<i>summon</i>	[ˈsʌmən]	citar	<i>tend</i>	[tend]	propender, tender
<i>sun-bathe</i>	[ˈsʌnbeɪð]	tomar baños de sol	<i>terrify</i>	[ˈterɪfaɪ]	aterrar, atemorizar
<i>supper</i>	[ˈsʌpə(r)]	cenar	<i>thank</i>	[θaŋk]	agradecer, dar las gracias
<i>supply</i>	[səˈplai]	suministrar, proveer	<i>thatch</i>	[θatʃ]	techar
<i>support</i>	[səˈpo:t]	sostener, apoyar	<i>threaten</i>	[ˈθreɪn]	amenazar
<i>suppose</i>	[səˈpəʊz]	suponer	<i>thrust</i>	[θrʌst]	introducir, meter
<i>suppress</i>	[səˈpres]	reprimir, contener, ocultar	<i>tidy</i>	[ˈtaɪdi]	asear, limpiar
<i>surpass</i>	[səˈpa:s]	superar, aventajar	<i>tie</i>	[tai]	atar
<i>surprise</i>	[səˈpraɪz]	sorprender	<i>tire</i>	[ˈtaɪə(r)]	cansar
<i>surrender</i>	[səˈrendə(r)]	rendirse, entregarse	<i>toss</i>	[tos]	tirar, echar a cara o cruz

<i>touch</i>	[tʌtʃ]	tocar, palpar	<i>visit</i>	['vɪzɪt]	visitar
<i>trace</i>	[treɪs]	seguir la pista	<i>vociferate</i>	[vəʊ'sɪfəreɪt]	vociferar
<i>train</i>	[treɪn]	adiestrar	<i>vote</i>	[vəʊt]	votar
		entrenar	<i>vow</i>	[vaʊ]	hacer voto de
<i>transfer</i>	[trans'fə:(r)]	transferir,	<i>voyage</i>	[voidʒ]	navegar,
		pasar			viajar
<i>translate</i>	[trans'leɪt]	traducir	<i>wait</i>	[weɪt]	esperar
<i>transmit</i>	[tranz'mɪt]	transmitir,	<i>walk</i>	[wɔ:k]	andar, cami-
		cursar			nar, pasear
<i>trap</i>	[træp]	atrapar	<i>wander</i>	['wɒndə(r)]	vagar,
<i>travel</i>	['trævl]	viajar			deambular
<i>treat</i>	[tri:t]	tratar	<i>want</i>	[wɒnt]	querer,
<i>tremble</i>	['treɪbl]	temblar			necesitar
<i>trick</i>	[trɪk]	embaucar,	<i>warm</i>	[wɔ:m]	calentar
		engañar	<i>warn</i>	[wɔ:n]	avisar,
<i>trouble</i>	['trʌbl]	molestar			advertir
<i>trust</i>	[trʌst]	confiar	<i>wash</i>	[wɒʃ]	lavar
<i>try</i>	[traɪ]	probar,	<i>wash up</i>	['wɒʃ 'ʌp]	fregar
		intentar	<i>waste</i>	[weɪst]	malgastar,
<i>turn</i>	[tɜ:n]	girar, dar			desperdiciar
		vueltas	<i>watch</i>	[wɒtʃ]	vigilar,
<i>turn off</i>	['tɜ:n 'ɒf]	quitar,			observar
		desconectar	<i>water</i>	['wɔ:tə(r)]	regar
<i>twinkle</i>	['twɪŋkl]	titilar,	<i>wave</i>	[weɪv]	agitar, ondear
		centellear	<i>waylay</i>	[wei'lei]	detener en el
<i>type</i>	[taɪp]	escribir a			camino
		máquina	<i>weaken</i>	['wi:kən]	debilitar
<i>undermine</i>	[ʌndə'maɪn]	minar,	<i>wedge</i>	[wedʒ]	sujetar
		socavar	<i>weigh</i>	[wei]	pesar
<i>unfasten</i>	['ʌn'fɑ:sn]	aflojar, soltar,	<i>wellcome</i>	['welkəm]	dar la
		desatar			bienvenida
<i>unite</i>	[ju:'naɪt]	unir, juntar	<i>wet</i>	[wet]	mojar,
<i>unpack</i>	['ʌn'pæk]	desembalar			humedecer
<i>unravel</i>	[ʌn'rævəl]	desenredar,	<i>wheel</i>	[wi:l]	transportar,
		aclarar			hacer rodar,
<i>urge</i>	[ɜ:dʒ]	forzar,			cambiar de
		estimular	<i>whip</i>	[wɪp]	rumbo
<i>use</i>	[ju:z]	usar, emplear			dar latigazos,
<i>value</i>	['vælju:]	valorar	<i>whirl</i>	[wɜ:l]	azotar
<i>valorize</i>	['væləraɪz]	valorar,			girar, dar
		valorizar	<i>whisper</i>	['wɪspə(r)]	vueltas
<i>vanish</i>	['vaniʃ]	desaparecer,			susurrar al
		desvanecerse	<i>widen</i>	['waɪdn]	oído
<i>vary</i>	['veəri]	variar,	<i>wipe</i>	[waɪp]	ensanchar
		cambiar	<i>wish</i>	[wɪʃ]	enjuagar, secar
<i>venture</i>	['ventʃə(r)]	aventurar,			desear
		arriesgarse			

<i>wither</i>	['wiðə(r)]	ajar, marchitar	<i>worship</i>	['wə:ʃɪp]	adorar, venerar
<i>witness</i>	['wɪtnɪs]	presenciar, testificar	<i>wound</i>	[wu:nd]	herir
<i>wonder</i>	['wʌndə(r)]	preguntarse	<i>wrap up</i>	['rʌp 'ʌp]	envolver
<i>work</i>	[wə:k]	trabajar	<i>wreck</i>	[rek]	naufragar
<i>worry</i>	['wʌri]	preocuparse, inquietarse	<i>yawn</i>	[jo:n]	hostezar
			<i>yield</i>	[ji:ld]	ceder, rendir- se, producir

## VOCABULARY

*Lista de palabras, en orden alfabético, que aparecen en los libros 1.º, 2.º, 3.º, 4.º y 5.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, 4, 5, por Michael West.*

NOTA.—En este vocabulario no están los significados de los verbos regulares e irregulares, que van en listas aparte.

ABREVIATURAS: v. r. = verbo regular; v. i. = verbo irregular; p. per. = pronombre personal; p. pos. = pronombre posesivo; a. pos. = adjetivo posesivo; s. = sujeto; ob. = objeto; n. = nombre; a. = adjetivo; adv. = adverbio.

### — A —

<i>a = an</i>	[ei/ə = = an/ən/n]	un, una	<i>accomplish</i>	[ə'kompliʃ]	v. r.
<i>abandon</i>	[ə'bandən]	v. r.	<i>accomplish-</i>		
<i>abate</i>	[ə'beit]	v. r.	<i>ment</i>	[ə'kompliʃ- mənt]	logro, éxito
<i>abbey</i>	[ʼabi]	abadía	<i>according to</i>	[ə'ko:diŋ tu]	de acuerdo a
<i>able</i>	[ʼeibl]	capaz, hábil	<i>account</i>	[ə'kaunt]	cuenta, cálculo, informe.
<i>— able</i>	[–əbl]	(sufijo)			descripción
<i>abode</i>	[ə'bəud]	morada, refugio	<i>account</i>	[ə'kaunt]	v. r.
<i>abound</i>	[ə'baund]	v. r.	<i>accumula-</i>		
<i>about</i>	[ə'baut]	acerca de, sobre	<i>tion</i>	[əkju:- mju'leifən]	acumulación
<i>above</i>	[ə'bav]	encima, sobre	<i>accurate</i>	[ʼakjurit]	preciso, exacto
<i>abroad</i>	[ə'bro:d]	fuera, en el extranjero	<i>accurately</i>	[ʼakjuritəli]	exactamente, con exactitud
<i>abrupt</i>	[ə'brapt]	quebrado, escarpado	<i>accuse</i>	[ə'kju:z]	v. r.
<i>absence</i>	[ʼabsens]	ausencia	<i>accused</i>	[ə'kju:d]	acusado
<i>absent</i>	[ʼabsənt]	ausente	<i>accustomed</i>	[ə'kəstəmd]	acostumbrado
<i>absurd</i>	[əb'sə:d]	absurdo, ridículo	<i>achievement</i>	[ə'tʃi:vmənt]	logro, ejecución
<i>absurdly</i>	[əb'sə:dli]	absurdamente	<i>acknowled-</i>		
<i>abundant</i>	[ə'bʌndənt]	abundante	<i>gement</i>	[ək'nolidʒ- mənt]	reconocimiento, gratitud
<i>accent</i>	[ʼaksent]	acento	<i>acquaint-</i>		
<i>accept</i>	[ək'sept]	v. r.	<i>tance</i>	[ə'kweintəns]	trato, relación
<i>accident</i>	[ʼaksidənt]	accidente			
<i>accompany</i>	[ə'kəmpəni]	v. r.			

<i>acquire</i>	[ə'kwiaə(r)]	v. r.	<i>after all</i>	['a:ftər 'o:l]	al fin y al cabo
<i>across</i>	[ə'kros]	a través, al otro lado	<i>afternoon</i>	['a:ftə'nu:n]	tarde (n.)
<i>act</i>	[akt]	v. r.	<i>afterwards</i>	['a:ftəwədz]	después
<i>act</i>	[akt]	acto	<i>again</i>	[ə'gein/ə'gen]	de nuevo, otra vez
<i>actable</i>	['aktəbl]	actuable	<i>again and again</i>	[ə'gein ənd ə'gein]	una y otra vez
<i>actively</i>	['aktivli]	activamente	<i>against</i>	[ə'geinst]	contra
<i>actor</i>	['aktə(r)]	actor	<i>age</i>	[eidʒ]	edad, época
<i>actress</i>	['aktris]	actriz	<i>ageless</i>	['eidʒlis]	que no envejece
<i>actual</i>	['aktjuəl]	real, verdadero	<i>agency</i>	['eidʒənsi]	acción, medio
<i>actually</i>	['aktjuəli]	realmente, en efecto	<i>agent</i>	['eidʒənt]	agente
<i>adamant</i>	['adəment]	diamante, adamante	<i>ago</i>	[ə'gəu]	hace, ha
<i>add</i>	[ad]	v. r.	<i>agree</i>	[ə'gri:]	v. r.
<i>address</i>	[ə'dres]	v. r.	<i>agreeable</i>	[ə'gri:əbl]	agradable
<i>address</i>	[ə'dres]	dirección, señas	<i>agreement</i>	[ə'gri:mənt]	acuerdo, convenio
<i>adequate</i>	['adikwit]	adecuado	<i>aid</i>	[eid]	ayuda, auxilio
<i>adjust</i>	[ə'dʒʌst]	v. r.	<i>aim</i>	[eim]	v. r.
<i>admiral</i>	['admərəl]	almirante	<i>aim</i>	[eim]	fin, designio
<i>admire</i>	[əd'maiə(r)]	v. r.	<i>aiming-mark</i>	['eimiŋma:k]	punto de referencia
<i>admit</i>	[əd'mit]	v. r.	<i>aimless</i>	['eimlis]	sin objeto, sin designio
<i>adopt</i>	[ə'dɒpt]	v. r.	<i>air</i>	[ɛə(r)]	aire
<i>adult</i>	['adʌlt]	adulto	<i>airborne</i>	['ɛəbo:n]	aerotransportado
<i>advance</i>	[əd'va:ns]	v. r.	<i>airfield</i>	['ɛəfi:ld]	campo de aviación
<i>adventure</i>	[əd'ventʃə(r)]	v. r.	<i>airhostess</i>	['ɛə'həustis]	aeromoza, azafata
<i>adventurous</i>	[əd'ventʃərəs]	aventura, contingencia	<i>airline</i>	['ɛəlain]	aerolínea
<i>advisable</i>	[əd'vaizəbl]	aventurero, audaz	<i>air mail</i>	['ɛəmeil]	correo aéreo
<i>advise</i>	[əd'vais]	aconsejable, prudente	<i>airplane</i>	['ɛəplein]	aeroplano
<i>advise</i>	[əd'vais]	v. r.	<i>airport</i>	['ɛəpo:t]	aeropuerto
<i>aeroplane</i>	['ɛərəplein]	aeroplano	<i>air-sick</i>	['ɛə-sik]	mareado
<i>a few</i>	[ə'fju:]	unos pocos, as	<i>air-tight</i>	['ɛə-tait]	herméticamente cerrado
<i>affair</i>	[ə'feə(r)]	asunto, cuestión	<i>aitches</i>	['eitʃiz]	aches (letras)
<i>affection</i>	[ə'fekʃən]	efecto, amor	<i>alarm</i>	[ə'la:m]	v. r.
<i>affirmative</i>	[ə'fə:mətiv]	afirmativo	<i>alarm</i>	[ə'la:m]	alarma
<i>affirmatively</i>	[ə'fə:mətivli]	afirmativamente	<i>ale</i>	[eil]	cerveza inglesa
<i>afford</i>	[ə'fo:d]	v. r.			
<i>afraid</i>	[ə'freid]	temeroso, atemorizado			
<i>after</i>	['a:ftə(r)]	después de, después			

<i>alight</i>	[ə'lait]	encendido	<i>amount</i>	[ə'maunt]	cantidad, su-
<i>alike</i>	[ə'laik]	semejante,			ma
		igual	<i>ample</i>	[ˈampl]	amplio ex-
<i>alive</i>	[ə'laiv]	vivo, con vida			tenso
<i>all</i>	[o:l]	todo, toda,	<i>amuse</i>	[ə'mju:z]	v. r.
		os, as	<i>amusement</i>	[ə'mju:zmənt]	diversión, dis-
<i>all by</i>					tracción
<i>myself</i>	[ˈo:l bai mai'self]	solo, sin ayu-	<i>amusing</i>	[ə'mju:ziŋ]	divertido
		da	— <i>an,</i>		
<i>all over</i>	[ˈol: ˈəuvə(r)]	por todo	— <i>ence</i>	[-ən, -əns]	(sufijos)
<i>all over</i>			<i>analogy</i>	[ə'nalədʒi]	analogía
<i>again</i>	[ˈo:l ˈəuvər ə'gein]	por todo otra	<i>analyse</i>	[ˈanəlaiz]	v. r.
		vez	<i>anchor</i>	[ˈaŋkə(r)]	ancla
<i>all right</i>	[ˈo:l ˈrait]	perfecta-	<i>ancestor</i>	[ˈansistə(r)]	antepasado
		mente, bien	<i>ancient</i>	[ˈeɪnfənt]	antiguo
<i>allegiance</i>	[ə'li:dʒəns]	lealtad, obe-	<i>and</i>	[and/ænd/n]	y
		diencia	<i>and so on</i>	[ænd'səu on]	etcétera
<i>allow</i>	[ə'lau]	v. r.	<i>aneroid</i>	[ˈanəroid]	aneroide
<i>alloy</i>	[ə'loi]	aleación	<i>anger</i>	[ˈaŋgə(r)]	enfadado, enojo
<i>almost</i>	[ˈo:lməʊst]	casi, cerca de	<i>angrily</i>	[ˈaŋgrili]	enojadamen-
<i>alone</i>	[ə'ləʊn]	solo, sin com-			te, furiosa-
		pañía	<i>angry</i>	[ˈaŋgri]	mente
<i>along</i>	[ˈəlon]	a lo largo de			enojado, fu-
<i>a lot of</i>	[ə'lot əv]	mucho, a, os,	<i>anguish</i>	[ˈaŋgwɪʃ]	rioso
		as			angustia, do-
<i>aloud</i>	[ə'laud]	en voz alta,	<i>animal</i>	[ˈaniməl]	lor
		recio	<i>ankle</i>	[ˈaŋkl]	animal
<i>alpinist</i>	[ˈalpinist]	alpinista	<i>anniversary</i>	[ani'vɜ:səri]	tobillo
<i>already</i>	[o:l'redi]	ya	<i>announce</i>	[ə'naʊns]	aniversario
<i>also</i>	[ˈo:lsəʊ]	también	<i>annoy</i>	[ə'noi]	v. r.
<i>alter</i>	[ˈo:ltə(r)]	v. r.	<i>another</i>	[ə'nʌðə(r)]	v. r.
<i>although</i>	[ˈo:lðəʊ]	aunque			otro, <i>a new</i>
<i>altogether</i>	[o:ltə'gəðə(r)]	en conjunto,	<i>answer</i>	[ˈa:nsə(r)]	<i>one</i>
		en total	<i>answer</i>	[ˈa:nsə(r)]	v. r.
<i>always</i>	[ˈo:lwəz]	siempre	<i>ant</i>	[ant]	contestación
<i>am</i>	[am/əm/m]	de <i>to be</i>	— <i>ant</i>	[-ənt]	hormiga
<i>Amazon</i>	[ˈaməzən]	Amazonas	<i>antagonism</i>	[an'tagənizəm]	(sufijo)
<i>amazement</i>	[ə'meizmənt]	asombro	<i>antecedent</i>	[anti'si:dənt]	antagonismo
<i>ambassador</i>	[am'basədə(r)]	embajador	<i>anthrax</i>	[ˈanθraks]	antecedente
<i>ambush</i>	[ˈambuʃ]	emboscada	<i>anxiety</i>	[aŋ'zaiəti]	ántrax
<i>ammonia</i>	[ə'məʊnjə]	amoníaco, gas			inquietud, an-
		amoníaco	<i>anxious</i>	[ˈaŋkʃəs]	sia
<i>amoeba</i>	[ə'mi:bə]	amiba			ansioso, im-
<i>among</i>	[ə'maŋ]	entre, en me-	<i>any</i>	[ˈeni]	paciente
		dio			cualquier, al-
<i>amongst</i>	[ə'maŋkst]	= <i>among</i>	<i>anybody</i>	[ˈenibodi]	gún
<i>amount</i>	[ə'maʊnt]	v. r.	<i>any less</i>	[ˈeni 'les]	cualquiera
					(menos), algo
					menos



<i>any more</i>	[ˈeni ˈmo:(r)]	(más), no más	<i>arched</i>	[a:tʃt]	arqueado,
<i>anyone</i>	[ˈeniwʌn]	cualquiera			corvo
<i>anything</i>	[ˈeniθɪŋ]	cualquier cosa	<i>archway</i>	[ˈa:tʃwei]	arco (pasaje)
			<i>are</i>	[a:(r)/ə(r)]	de <i>to be</i>
<i>any time</i>	[ˈeni ˈtaɪm]	cualquier hora	<i>area</i>	[ˈɛəriə]	extensión, área
<i>anywhere</i>	[ˈeniwɛə(r)]	en cualquier parte	<i>aren't</i>	[a:nt]	<i>are not</i>
			<i>Argentina</i>	[a:dʒənˈti:nə]	Argentina
<i>apoplexy</i>	[ˈapəpleksi]	apoplejía	<i>argue</i>	[ˈa:gju:]	v. r.
<i>apparatus</i>	[apəˈreɪtəs]	aparato	<i>arm</i>	[a:m]	brazo
<i>apparent</i>	[əˈpərənt]	claro, mani- fiesto, evi- dente	<i>arm</i>	[a:m]	v. r.
			<i>arm-chair</i>	[ˈa:mˈtʃɛə(r)]	butaca
<i>apparently</i>	[əˈpərəntli]	evidentemen- te, clara- mente	<i>armed</i>	[a:md]	armado
			<i>armour</i>	[ˈa:mə(r)]	armadura
<i>appeal</i>	[əˈpi:l]	v. r.	<i>arms</i>	[a:mz]	armas
<i>appeal</i>	[əˈpi:l]	petición, sú- plica	<i>army</i>	[ˈa:mi]	ejército
<i>appear</i>	[əˈpiə(r)]	v. r.	<i>around</i>	[əˈraʊnd]	alrededor de
<i>appearance</i>	[əˈpiərəns]	aparición	<i>arquebus</i>	[ˈakwɪbəs]	arcabuz
<i>apple</i>	[ˈapl]	manzana	<i>arrange</i>	[əˈreɪndʒ]	v. r.
<i>apple-tree</i>	[ˈapltri:]	manzano	<i>arrange-</i>		
<i>applicant</i>	[ˈaplikənt]	candidato, as- pirante	<i>ment</i>	[əˈreɪndʒmənt]	orden, dispo- sición
			<i>arrive</i>	[əˈraɪv]	v. r.
<i>apply for</i>	[əˈplai fo:(r)]	v. r.	<i>arrow</i>	[ˈarəʊ]	flecha
<i>appoint</i>	[əˈpɔɪnt]	v. r.	<i>art</i>	[a:t]	arte
<i>appoint-</i>			— <i>ary</i> ,		
<i>ment</i>	[əˈpɔɪntmənt]	cargo, nom- bramiento, cita	— <i>ory</i>	[-əri, əri]	(sufijos)
			<i>Aryan race</i>	[ˈɛəriən ˈreɪs]	raza aria
<i>apprentice-</i>			<i>as</i>	[az]	como, pues, ya que, tan
<i>ship</i>	[əˈprentɪʃɪp]	aprendizaje	<i>as... as</i>	[əz ... əz]	tan... como
<i>approach</i>	[əˈprəʊtʃ]	v. r.	<i>as if...</i>	[əz ɪf]	como si...
<i>approve</i>	[əˈpru:v]	v. r.	<i>as soon as</i>	[əz ˈsu:n əz]	tan pronto como
<i>April</i>	[ˈeɪprəl]	abril			
<i>apron</i>	[ˈeɪprən]	zona de esta- cionamiento de aero- naves, de- lantal	<i>as though</i>	[əz ˈðəʊ]	como si...
			<i>as well as</i>	[əz ˈwel əz]	tan bien como
<i>approxima-</i>			<i>ascend</i>	[əˈsənd]	v. r.
<i>tely</i>	[əˈprɒksɪmətli]	aproximada- mente	<i>ash</i>	[aʃ]	ceniza
			<i>ashamed</i>	[əˈʃeɪmd]	avergonzado
<i>aptitude</i>	[ˈaptɪtju:d]	aptitud, capa- cidad	<i>Asia</i>	[ˈeɪʒə]	Asia
			<i>ask</i>	[a:sk]	v. r.
<i>Arab</i>	[ˈarəb]	árabe (n.)	<i>ask for</i>	[ˈa:sk ˈfo:(r)]	v. r.
<i>Arabic</i>	[ˈarəbɪk]	árabe, arábi- go	<i>ask the way</i>	[ˈa:sk ðə ˈwei]	preguntar el camino
			<i>ask to</i>	[ˈa:sk tu]	v. r.
			<i>aside</i>	[əˈsaɪd]	al lado, apar- te

<i>asleep</i>	[əs'li:p]	dormido (a.)	<i>attendant</i>	[ə'tendənt]	empleado, aprendiz
<i>aspiration</i>	[aspə'reiʃən]	anhelo, aspi- ración	<i>attention</i>	[ə'tenʃən]	atención
<i>ass</i>	[as]	asno	<i>attentive</i>	[ə'tentiv]	atento
<i>assets</i>	[ʼasetz]	bienes, activo	<i>attorney</i>	[ə'tə:ni]	abogado, pro- curador
<i>assign</i>	[ə'sain]	v. r.	<i>attractive</i>	[ə'traktiv]	atractivo
<i>assist</i>	[ə'sist]	v. r.	<i>audience</i>	[ʼo:dʒəns]	auditorio, pú- blico
<i>assistant</i>	[ə'sistənt]	asistente, ayu- dante	<i>August</i>	[ʼogəst]	agosto
<i>assume</i>	[ə'sju:m]	v. r.	<i>aunt</i>	[a:nt]	tía
<i>astonish</i>	[əs'toniʃ]	v. r.	<i>aurora</i>	[o:'ro:rə]	aurora
<i>astonish- ment</i>	[əs'tonifmənt]	asombro, sor- presa	<i>authorize</i>	[ʼo:θəraiz]	v. r.
<i>astronomer</i>	[əs'tronəmə(r)]	astrónomo	<i>automatic</i>	[o:tə'matic]	automático
<i>astronomy</i>	[əs'tronəmi]	astronomía	<i>autobiogra- phical</i>	[ʼo:təubaieu- 'grafikəl]	autobiográ- fico
<i>at</i>	[at/ət]	a, en, sobre	<i>autumn</i>	[ʼotəm]	otoño
<i>at all</i>	[ət 'o:l]	en absoluto	<i>avenue</i>	[ʼavənju:]	avenida
<i>at all events</i>	[ət 'o:l i'vents]	de todos mo- dos	<i>average</i>	[ʼavəridʒ]	promedio
<i>at any rate</i>	[ət 'eni 'reit]	de todos mo- dos, en cualquier caso	<i>avoid</i>	[ə'void]	v. r.
<i>at first</i>	[ət 'fə:st]	al principio	<i>await</i>	[ə'weɪt]	v. r.
<i>at home</i>	[ət 'həum]	en casa	<i>awake</i>	[ə'weɪk]	despierto
<i>at last</i>	[ət 'la:st]	al fin, por úl- timo	<i>awake</i>	[ə'weɪk]	v. r.
<i>at length</i>	[ət 'leŋθ]	al fin, final- mente	<i>away</i>	[ə'wei]	lejos, distante
<i>at once</i>	[ət 'wʌns]	inmediata- mente	<i>awe</i>	[o:]	miedo, temor, espanto
<i>at the back of</i>	[ət ðə 'bak əv]	detrás de	<i>awful</i>	[ʼo:ful]	horroroso, horrible
<i>at the foot of</i>	[ət ðə 'fut əv]	al pie de	<i>axe</i>	[aks]	hacha
<i>atom</i>	[ʼatəm]	átomo	<i>axial</i>	[ʼaksɪəl]	axial
<i>atomic</i>	[ə'tomik]	atómico	<i>axle</i>	[ʼaksl]	eje
<i>attached</i>	[ə'tatʃt]	unido, agre- gado	— B —		
<i>attack</i>	[ə'tak]	v. r.	<i>baby</i>	[ʼbeibi]	bebé, infante
<i>attacker</i>	[ə'takə(r)]	atacante, agresor	<i>back</i>	[bak]	lomo, espalda
<i>attain</i>	[ə'tein]	v. r.	<i>back</i>	[bak]	(partícula)
<i>attempt</i>	[ə'tempt]	v. r.	<i>back and sides</i>	[ʼbakən 'saidz]	la parte de atrás y los lados
<i>attend</i>	[ə'tend]	v. r.	<i>back-stroke</i>	[ʼbak strəuk]	de espaldas (natación)
<i>attendance</i>	[ə'tendəns]	asistencia, concurren- cia			

<i>back to front</i>	['bak tə 'frʌnt]	lo de atrás adelante	<i>barrell</i>	['barəl]	barril, cañón
<i>backward</i>	['bakwəd]	lento, retrógrado	<i>barrier</i>	['bəriə(r)]	barrera, obstáculo
<i>backwards</i>	['bakwəzd]	hacia atrás	<i>barrow</i>	['barəu]	carretilla
<i>bacon</i>	['beikən]	tocineta, tocino	<i>base</i>	[beis]	v. r.
<i>bacteria</i>	[bak'tiəriə]	bacterias	<i>base</i>	[beis]	base, cimienta
<i>bad</i>	[bad]	malo	<i>based</i>	[beist]	basado, apoyado
<i>badly</i>	['badli]	mal, malamente	<i>basement</i>	['beismənt]	sótano
<i>bad-smelling</i>	['bad'smeliŋ]	mal oliente	<i>basically</i>	['beisikəli]	fundamentalmente, esencialmente
<i>bag</i>	[bag]	saco, talego	<i>basket</i>	['ba:skit]	cesto, cesta
<i>bake</i>	[beik]	v. r.	<i>bat</i>	[bat]	v. r.
<i>baker's</i>	['beikəz]	panadería	<i>bath</i>	[ba:θ]	baño
<i>bakery</i>	['beikəri]	horno, panadería	<i>bath-room</i>	['ba:θrum]	cuarto de baño
<i>baking-tin</i>	['beikiŋ-tin]	molde de horno	<i>bath-tub</i>	['ba:θtʌb]	bañera
<i>balance</i>	['baləns]	equilibrio, saldo	<i>bathe</i>	[beid]	v. r., baño
<i>balcony</i>	['balkəni]	balcón	<i>bathing</i>	['beidiŋ]	baño, el baño
<i>ball</i>	[bo:l]	pelota, bola	<i>bathing-costume</i>	['beidiŋ-'kɒstju:m]	traje de baño
<i>ballad</i>	['bæləd]	balada, canción	<i>bathing-suit</i>	['beidiŋ su:t]	traje de baño
<i>balloon</i>	[bə'lu:n]	globo	<i>battle</i>	['batl]	batalla
<i>ballpoint</i>	['bo:l-point]	bolígrafo	<i>battement</i>	['batlmənt]	muralla almenada
<i>band</i>	[band]	cinta, banda	<i>battleship</i>	['batlʃip]	acorazado (buque de guerra)
<i>bank</i>	[baŋk]	Banco, orilla, ribera	<i>bay</i>	[bei]	bahía
<i>bar</i>	[ba:(r)]	v. r.	<i>B. C.</i>	['bi: 'si:]	<i>before Christ</i>
<i>bar</i>	[ba:(r)]	bar, barra, tribunal, foro	<i>be</i>	[bi:]	v. i.
<i>barbarism</i>	['ba:bərisəm]	barbarismo, salvajismo	<i>be back</i>	['bi: 'ba:k]	estar de vuelta
<i>bare</i>	[bɛə(r)]	pelado, desnudo, barbecho	<i>be destined</i>	['bi: 'destind]	estar destinado
<i>barefooted</i>	['bɛə'futid]	descalzo	<i>be due</i>	['bi: 'dju:]	ser esperado, exigido, vencido
<i>bargain</i>	['ba:gin]	v. r.	<i>be fine</i>	['bi: 'fain]	hacer buen tiempo
<i>bargain</i>	['ba:gin]	ajuste, ganga	<i>be fond of</i>	['bi: 'fɒnd əv]	ser aficionado a
<i>bark</i>	[ba:k]	v. r.	<i>be hard on</i>	['bi: 'hɑ:d ɒn]	ser duro con
<i>bark</i>	[ba:k]	corteza de árbol	<i>be held up</i>	['bi: 'held 'ʌp]	ser detenido (parado)

<i>be in high spirits</i>	['bi: in 'hai 'spirits]	estar de buen humor, contento	<i>behaviour</i>	[bi'heivjə(r)]	conducta, comportamiento
<i>be hungry</i>	['bi: 'hʌŋgri]	tener hambre	<i>behind</i>	[bi'haind]	detrás de, detrás
<i>be lucky</i>	['bi: 'lʌki]	tener suerte	<i>behold</i>	[bi'həʊld]	v. i.
<i>be on</i>	['bi: 'on]	representar (obra, película)	<i>being</i>	['bi:iŋ]	ser, criatura
<i>be over</i>	['bi: 'əʊvə(r)]	acabar	<i>belief</i>	[bi'li:f]	creencia, opinión
<i>be worth</i>	['bi: 'wɜ:θ]	valer, costar	<i>believe</i>	[bi'li:v]	v. r.
<i>be wrong with</i>	['bi: 'rɒŋ wið]	pasarle a uno	<i>bell</i>	[bel]	campana, timbre
<i>beach</i>	[bi:tʃ]	playa	<i>belong</i>	[bi'lɒŋ]	v. r.
<i>beam of light</i>	['bi:m əv 'laɪt]	rayo de luz	<i>belongings</i>	[bi'lɒŋi ŋz]	pertenencias, bártulos
<i>beams</i>	[bi:mz]	vigas, madera	<i>below</i>	[bi'ləʊ]	debajo, bajo
<i>bean</i>	[bi:n]	haba, caraota	<i>belt</i>	[belt]	cinturón
<i>bear</i>	[beə(r)]	oso	<i>bench</i>	[bentʃ]	banco
<i>bear</i>	[beə(r)]	v. r.	<i>bend</i>	[bend]	v. i.
<i>beard</i>	[biəd]	barba	<i>beneath</i>	[bi'ni:θ]	abajo, bajo
<i>bearing</i>	['beəriŋ]	cojinete, apoyo	<i>bequeath</i>	[bi'kwɪ:ð]	v. r.
<i>beast</i>	[bi:st]	bestia, animal	<i>berry</i>	['beri]	baya, grano de (café, etcétera)
<i>beat</i>	[bi:t]	v. i.	<i>beside</i>	[bi'said]	al lado de, junto a
<i>beautiful</i>	['bjʊ:tɪfʊl]	bello, hermoso	<i>besides</i>	[bi'saidz]	además, igualmente
<i>beauty</i>	['bjʊ:ti]	hermosura, belleza	<i>best</i>	[best]	de <i>good</i>
<i>because</i>	[bi'koz]	porque	<i>better</i>	['betə(r)]	mejor
<i>because of</i>	[bi'koz əv]	debido a	<i>between</i>	[bi'twi:n]	entre
<i>become</i>	[bi'kʌm]	v. i.	<i>beware</i>	[bi'weə(r)]	v. r.
<i>bed</i>	[bed]	cama	<i>beyond</i>	[bi'jɒnd]	detrás de, después
<i>bedroom</i>	['bedrʊm]	dormitorio	<i>bicycle</i>	['baɪsɪkl]	bicicleta
<i>bed-sheet</i>	['bedʃi:t]	sábana	<i>bid farewell</i>	['bɪd 'feə'wel]	despedirse
<i>bee</i>	[bi:]	abeja	<i>big</i>	[big]	grande
<i>beef</i>	[bi:f]	carne de vaca	<i>bile</i>	[baɪl]	bilis
<i>been</i>	[bi:n/bin]	sido, estado	<i>bill</i>	[bil]	cuenta, nota, factura
<i>beer</i>	[biə(r)]	cerveza	<i>biologist</i>	[baɪ'ɒləʒɪst]	biólogo
<i>before</i>	[bi'fɔ:(r)r]	antes, delante de	<i>bird</i>	[bɜ:d]	pájaro, ave
<i>beg</i>	[beg]	v. r.	<i>birth</i>	[bɜ:θ]	nacimiento, origen
<i>beggar</i>	['begə(r)]	mendigo	<i>birthday</i>	['bɜ:θeɪ]	cumpleaños
<i>begin</i>	[bi'gɪn]	v. i.	<i>biscuit</i>	['bɪskɪt]	galleta
<i>beginning</i>	[bi'gɪnɪŋ]	principio, comienzo	<i>bitch</i>	[bitʃ]	perra
<i>behave</i>	[bi'heɪv]	v. r.	<i>bite</i>	[baɪt]	v. i.
			<i>bit of</i>	['bɪt əv]	trozo de

<i>bit of chalk</i>	[ˈbit əv ˈtʃo:k]	trozo de tiza	<i>blue-eyed</i>	[ˈblu:aid]	de ojos azules
<i>bitterly cold</i>	[ˈbitəli ˈkəuld]	muy frío	<i>boar</i>	[bo:(r)]	verraco
<i>black</i>	[blæk]	negro	<i>board</i>	[bo:d]	tabla, bordo
<i>blackboard</i>	[ˈblækbo:d]	pizarra, pizarra	<i>boarder</i>	[ˈbo:də(r)]	huésped, pupilo
<i>blackfly</i>	[ˈblækflai]	pulgón negro	<i>boast</i>	[bəust]	v. r.
<i>blade</i>	[bleid]	cuchilla, hojilla	<i>boat</i>	[bəut]	bote, barca
<i>blade</i>	[bleid]	brizna de hierba	<i>body</i>	[ˈbodi]	cuerpo
<i>blame</i>	[bleim]	censura, culpa	<i>bodyguard</i>	[ˈbodiga:d]	cuerpo de guardia
<i>blame</i>	[bleim]	v. r.	<i>boil</i>	[boil]	divieso, furúnculo
<i>blanket</i>	[ˈblæŋkit]	manta, frazada	<i>boil</i>	[boil]	v. r.
<i>blank verse</i>	[ˈblæŋk ˈvə:s]	verso libre	<i>bold</i>	[bəuld]	valiente, osado
<i>blast</i>	[bla:st]	fuerte corriente de aire	<i>boldly</i>	[ˈbəuldli]	valientemente
<i>blaze</i>	[bleiz]	v. r.	<i>Bolivia</i>	[bəˈlivia]	Bolivia
<i>bleed</i>	[bli:d]	v. r.	<i>bolt</i>	[bəult]	cerrojo
<i>bless</i>	[bles]	v. r.	<i>bolt</i>	[bəult]	v. r.
<i>blessing</i>	[ˈblesiŋ]	bendición	<i>bond</i>	[bond]	bono, documento, atadura, lazo
<i>blind</i>	[blaɪnd]	ciego	<i>bone</i>	[bəun]	hueso
<i>blink</i>	[bliŋk]	v. r.	<i>bonny</i>	[ˈboni]	bonito, lindo
<i>bliss</i>	[blis]	gloria, felicidad, gozo	<i>book</i>	[buk]	libro
<i>blithe</i>	[blaið]	alegre, jovial	<i>book-case</i>	[ˈbukkeis]	armario para libros
<i>blizzard</i>	[ˈblizəd]	ventisquero, ventisca	<i>book-shop</i>	[ˈbukʃop]	librería
<i>block</i>	[blök]	manzana, cuadra	<i>boot</i>	[bu:t]	bota
<i>blood</i>	[bləd]	sangre	<i>bootlace</i>	[ˈbu:t-leis]	cordón de zapato
<i>blood-vessel</i>	[ˈblədˈvesl]	vaso sanguíneo	<i>border</i>	[ˈbo:də(r)]	ribete, límite
<i>bloody</i>	[ˈblədi]	sangriento	<i>bore</i>	[bo:(r)]	v. r.
<i>blossom</i>	[ˈblosəm]	v. r.	<i>bore</i>	[bo:(r)]	aburrimiento, fastidio
<i>blossom</i>	[ˈblosəm]	flor, floración	<i>born</i>	[bo:n]	nacido
<i>blouse</i>	[bləuz]	blusa	<i>borrow</i>	[ˈborəu]	v. r.
<i>blow</i>	[bləu]	v. i.	<i>boss</i>	[bos]	amo, jefe
<i>blow</i>	[bləu]	golpe, soplo	<i>both</i>	[bəuθ]	ambos, los dos
<i>blow out</i>	[ˈbləu ˈaut]	salir, apagar	<i>bottle</i>	[ˈbotl]	botella
<i>blow up</i>	[ˈbləu ˈʌp]	volar, hacer estallar	<i>bottling equipment</i>	[ˈbotliŋ iˈkwipmənt]	equipo de embotellado
<i>blundering</i>	[ˈblændəriŋ]	desatino, disparate	<i>bottling plant</i>	[ˈbotliŋ ˈpla:nt]	planta de embotellado
<i>blue</i>	[blu:]	azul			

<i>bottom</i>	[ˈbɒtəm]	fondo, pie	<i>breakfast</i>	[ˈbrekfəst]	desayuno
<i>bough</i>	[bau]	rama de árbol	<i>breast</i>	[brest]	pecho
<i>boundary</i>	[ˈbaundəri]	límite, frontera	<i>breath</i>	[breθ]	aliento, respiración
<i>bound to</i>	[ˈbaund tu]	obligado a	<i>breathe</i>	[bri:ð]	v. r.
<i>bounty</i>	[ˈbaunti]	generosidad, liberalidad	<i>breathless</i>	[ˈbreθlis]	sin aliento, desalentado
<i>bow</i>	[bau]	v. r.	<i>breeze</i>	[bri:z]	brisa
<i>bow</i>	[bəu/bau]	arco, reverencia, proa	<i>brewed</i>	[bru:d]	elaborado, criado, fermentado
<i>bow-tie</i>	[ˈbəuˈtai]	lacito, pajari-ta	<i>brick</i>	[brik]	ladrillo
<i>bowl</i>	[bəul]	recipiente, cuenco	<i>bricklayer</i>	[ˈbrikˈleɪə(r)]	albañil
<i>bowmen</i>	[ˈbəumən]	arqueros	<i>bridesmaid</i>	[ˈbraɪdzmeɪd]	dama de honor
<i>box</i>	[bɒks]	caja, palco de teatro	<i>bridge</i>	[brɪdʒ]	punto
<i>boxing-match</i>	[ˈbɒksɪŋmætʃ]	combate de boxeo	<i>bright</i>	[braɪt]	claro, reluciente, vivo
<i>boy</i>	[boi]	muchacho, chico	<i>brightly</i>	[ˈbraɪtli]	brillantemente
<i>boy-friend</i>	[ˈboɪfrend]	amigo	<i>brilliant</i>	[ˈbrɪljənt]	brillante
<i>boyhood</i>	[ˈboɪhʊd]	edad de muchacho, pubertad	<i>bring</i>	[brɪŋ]	v. i.
<i>brackets</i>	[ˈbrakɪts]	paréntesis angulares	<i>bring about</i>	[ˈbrɪŋ əˈbaʊt]	verificar, efectuar
<i>brain</i>	[breɪn]	cerebro, talento	<i>bring forth</i>	[ˈbrɪŋ ˈfo:θ]	producir
<i>brain-fever</i>	[ˈbreɪnˈfɪvə(r)]	fiebre cerebral	<i>bring in</i>	[ˈbrɪŋ ˈɪn]	meter
<i>brake</i>	[breɪk]	freno	<i>bring up</i>	[ˈbrɪŋ ˈʌp]	criar, educar
<i>branch</i>	[bra:ntʃ]	rama, sucursal	<i>briskly</i>	[ˈbrɪskli]	vivamente, aprisa
<i>brandy</i>	[ˈbrændi]	coñac	<i>British</i>		
<i>Brasil</i>	[brəˈzɪl]	Brasil	<i>Railways</i>	[ˈbrɪtɪʃ ˈreɪlweɪz]	Ferrocarriles Británicos
<i>brass</i>	[bra:s]	latón (metal)	<i>brittle</i>	[ˈbrɪtl]	quebradizo, frágil
<i>brave</i>	[breɪv]	valiente	<i>broad</i>	[bro:d]	ancho, amplio
<i>bravely</i>	[ˈbreɪvli]	valientemente	<i>broadcast</i>	[ˈbro:dkɑ:st]	v. r.
<i>bread</i>	[bred]	pan	<i>broaden</i>	[ˈbro:dn]	v. r.
<i>breadth</i>	[bredθ]	anchura	<i>bronze</i>	[brɒnz]	bronce
<i>break</i>	[breɪk]	v. r.	<i>brother</i>	[ˈbrʌðə(r)]	hermano
<i>break</i>	[breɪk]	descanso, recreo, intervalo	<i>brown</i>	[braʊn]	marrón, pardo
<i>break out</i>	[ˈbreɪk ˈaʊt]	comenzar	<i>browse</i>	[braʊz]	v. r.
<i>breakages</i>	[ˈbreɪkɪdʒɪz]	roturas, destroz	<i>browser</i>	[ˈbraʊzə(r)]	ramoneador
			<i>brush</i>	[brʌʃ]	v. r.
			<i>brush</i>	[brʌʃ]	cepillo, brocha, matorral
			<i>buck</i>	[bʌk]	gamo

<i>bucket</i>	['bʌkɪt]	cubo, balde	<i>by means of</i>	[bai 'mi:ns əv]	por medio de
<i>buckle</i>	['bʌkl]	v. r.	<i>by myself</i>	[bai mai'self]	solo, sin ayuda
<i>buffalo</i>	['bʌfələu]	búfalo	<i>by then</i>	[bai 'ðen]	para entonces
<i>build</i>	[bɪld]	v. i.	<i>by train</i>	[bai 'treɪn]	por tren
<i>building</i>	['bɪldɪŋ]	edificio	<i>by turns</i>	[bai 'tə:nz]	por turno
<i>bulb</i>	[bʌlb]	bola, bombilla	<i>bystander</i>	['bai'stændə(r)]	mirón, espectador
<i>bulgy</i>	['bʌldʒi]	combo	— C —		
<i>bull</i>	[bul]	toro			
<i>bullet</i>	['bulɪt]	bala			
<i>bullfight</i>	['bʌlfait]	corrida de toros	<i>cabbage</i>	['kʌbɪdʒ]	col, repollo
<i>bullfighter</i>	['bul'faitə(r)]	torero	<i>cabin</i>	['kʌbɪn]	camarote
<i>bump</i>	[bʌmp]	choque, tope-tazo, sacudida	<i>caboose</i>	[kə'bu:s]	fogón de cocina
<i>burglar</i>	['bɜ:glə(r)]	ladrón	<i>café</i>	['kʌfeɪ]	cafetería, café
<i>burial</i>	['berɪəl]	entierro, sepelio	<i>cage</i>	[keɪdʒ]	jaula, montacargas
<i>burn</i>	[bɜ:n]	v. i.	<i>cake</i>	[keɪk]	pastel, torta
<i>burn</i>	[bɜ:n]	quemadura	<i>calculate</i>	['kʌlkjuleɪt]	v. r.
<i>burnish</i>	['bɜ:niʃ]	v. r.	<i>calculation</i>	[kʌlkju'leɪʃən]	cálculo, cómputo
<i>burrow</i>	['bʌrəu]	cuevecilla, madriguera	<i>Calicut</i>	['kʌlɪkət]	Calcuta
<i>burst</i>	[bɜ:st]	v. i.	<i>call</i>	[kɔ:l]	v. r.
<i>bury</i>	['beri]	v. r.	<i>call</i>	[kɔ:l]	llamada
<i>bus</i>	[bʌs]	autobús	<i>call bad names</i>	['kɔ:l 'bʌd 'neɪmz]	insultar
<i>bush</i>	[buʃ]	arbusto	<i>call in</i>	['kɔ:l 'ɪn]	v. r.
<i>bushland</i>	['buʃlənd]	matorrall	<i>call it square</i>	['kɔ:l ɪt 'skweə(r)]	considerar
<i>bushy</i>	['buʃi]	matoso, con arbustos			zanjado el asunto, estar conforme
<i>business</i>	['biznis]	negocio, asunto	<i>call on</i>	['kɔ:l 'ɒn]	v. r.
<i>business man</i>	['biznis mæn]	hombre de negocios	<i>call out</i>	['kɔ:l 'aʊt]	v. r.
<i>busy</i>	['bɪzi]	ocupado	<i>call to mind</i>	['kɔ:l tu 'maɪnd]	recordar, acordarse
<i>but</i>	[bʌt/bət]	pero, sino	<i>call up</i>	['kɔ:l 'ʌp]	v. r.
<i>butcher</i>	['bʌtʃə(r)]	carnicero	<i>calm</i>	[kɑ:m]	calma, serenidad
<i>butcher's</i>	['bʌtʃəz]	la carnicería	<i>camarado</i>	[kəmə'reɪdə]	camarada, compañero
<i>butter</i>	['bʌtə(r)]	mantequilla	<i>camp</i>	[kæmp]	v. r., campamento
<i>butterfly</i>	['bʌtəflaɪ]	mariposa			
<i>button</i>	['bʌtn]	v. r., botón			
<i>buy</i>	[baɪ]	v. i.			
<i>buyer</i>	['baɪə(r)]	comprador			
<i>by</i>	[baɪ]	por, junto a, cerca de			
<i>by car</i>	[baɪ 'ka:(r)]	en automóvil			
<i>by heart</i>	[baɪ 'ha:t]	de memoria			

<i>can</i>	[kan/kən/kn]	v. i., defectivo	<i>carol</i>	['karəl]	villancico, aginaldo
<i>candle</i>	['kandl]	vela, candela	<i>carpenter</i>	['ka:pintə(r)]	carpintero
<i>candlelight</i>	['kandl-lait]	luz de vela	<i>carpet</i>	['ka:pit]	alfombra
<i>candystore</i>	['kandisto:(r)]	confitería, dulcería	<i>carriage</i>	['karidʒ]	coche de tren
<i>cane</i>	[kein]	caña, caña de azucar	<i>cart</i>	[ka:t]	carreta
<i>canine</i>	['keinain]	canino	<i>carry</i>	['kari]	v. r.
<i>canoe</i>	[kə'nu:]	canoa	<i>carry out</i>	['kari 'aut]	v. r.
<i>canopy</i>	['kanəpi]	dosel	<i>carve</i>	[ka:v]	v. r.
<i>can't help</i>	['ka:nt 'help]	evitar	<i>carving-knife</i>	['ka:viŋnaif]	trinchante
<i>can't</i>	[ka:nt]	<i>cannot</i>	<i>case</i>	[keis]	caso, caja
<i>cap</i>	[kap]	gorra	<i>cash</i>	[ka:f]	dinero con-
<i>capable</i>	['keipəbl]	capaz, idóneo			tante, efec-
<i>capacity</i>	[kə'pasiti]	capacidad, su-	<i>cash down</i>	['ka:f 'daun]	dinero en
		ficiencia			mano
<i>caparison</i>	[kə'parisn]	gualdrapa	<i>cashier</i>	['kaʃiə(r)]	cajero
<i>cape</i>	[keip]	cabo	<i>cask</i>	[ka:sk]	barril, tonel
<i>capital</i>	['kapitl]	capital, ma-	<i>cast</i>	[ka:st]	v. i.
		yúscula	<i>cast-iron</i>	['kast'aɪən]	hierro colado
<i>Capitol</i>	['kapitl]	Capitolio	<i>castle</i>	['ka:sl]	castillo
<i>captain</i>	['kaptin]	capitán	<i>cat</i>	[kat]	gato
<i>captive</i>	['kaptiv]	cautivo, pri-	<i>cataclysm</i>	['katəklizəm]	cataclismo
		sionero	<i>catch</i>	[katʃ]	v. i.
<i>capture</i>	['kaptʃə(r)]	v. r.	<i>catch a cold</i>	['katʃ ə 'kəʊld]	resfriarse
<i>car</i>	[ka:(r)]	automóvil, carro	<i>catch alight</i>	['katʃ ə'lait]	prenderse
<i>caravel</i>	['karəvəl]	carabela			fuego,
<i>carbon</i>	['ka:bən]	carbono, pa-	<i>catch fire</i>	['katʃ 'faɪə(r)]	arder
		pel carbón			prenderse,
<i>card</i>	[ka:d]	tarjeta, naípe	<i>caterpillar</i>	['katəpilə(r)]	incendiarse
<i>care</i>	[keə(r)]	cuidado, aten-	<i>Cathay</i>	[kə'ðei]	mariposa
		ción, zozo-	<i>cathedral</i>	[kə'ði:ðrəl]	Catay, China
		bra	<i>Catholic</i>	['kaθəlic]	catedral
<i>care for</i>	['keə fə:(r)]	v. r.	<i>cattle</i>	['katl]	católico
<i>career</i>	[kə'riə(r)]	carrera, pro-	<i>cause</i>	[ko:z]	ganado (n.)
		fesión	<i>cause</i>	[ko:z]	v. r.
<i>careful</i>	['keəful]	cuidadoso, prudente	<i>cave</i>	[keiv]	causa, origen
<i>carefully</i>	['keəfuli]	cuidadosa-	<i>cease</i>	[si:s]	cueva, gruta
		mente	<i>ceiling</i>	['si:lɪŋ]	v. r.
<i>careless</i>	['keəlis]	descuidado, indolente	<i>celebrate</i>	['selibreit]	techo
			<i>celebration</i>	[seli'breifən]	v. r.
<i>carelessly</i>	['keəlisli]	descuidada-			celebración,
		mente, sin	<i>celery</i>	['seləri]	solemnidad
		esmero	<i>cell</i>	[sel]	apio
<i>carelessness</i>	['keəlisnis]	descuido, ne-	<i>cellar</i>	['selə(r)]	célula
		gligencia	<i>cello-tape</i>	['seləuteip]	bodega
			<i>cellulose</i>	['seljələʊs]	cinta adhesiva
					celulosa



<i>censer</i>	['sensə(r)]	incensario	<i>chemist</i>	['kemist]	químico, far-
<i>cent</i>	[sent]	centavo, cén-			macéutico
		timo	<i>cherish</i>	['tʃerɪʃ]	v. r.
<i>centre</i>	['sentə(r)]	centro	<i>chess</i>	[tʃes]	ajedrez
<i>centrifuge</i>	[sen'trifʃʒ]	centrífuga	<i>chest</i>	[tʃest]	pecho
<i>century</i>	['sentʃuri]	siglo, centu-	<i>chestnut</i>	['tʃesnʌt]	castaña
		ria	<i>chew</i>	[tʃu:]	v. r.
<i>ceremony</i>	['seriməni]	ceremonia	<i>chicken</i>	['tʃikin]	pollo
<i>certain</i>	['sə:tən]	cierto, deter-	<i>chicken-</i>		
		minado	<i>cholera</i>	['tʃikin 'kɒləɹə]	forma benigna del có-
<i>certainly</i>	['sə:tənli]	ciertamente			lera
		sin duda	<i>chief</i>	[tʃi:f]	jefe, principal
<i>chain</i>	[tʃein]	cadena	<i>chiefly</i>	['tʃi:fli]	principalmen-
<i>chair</i>	[tʃɛə(r)]	silla			te
<i>chalk</i>	[tʃo:k]	tiza, yeso	<i>child</i>	[tʃaɪld]	niño
<i>challenge</i>	['tʃalɪndʒ]	v. r.	<i>childhood</i>	['tʃaɪldhʊd]	infancia, ni-
<i>challenge</i>	['tʃalɪndʒ]	desafío, reto			ñez
<i>champagne</i>	[ʃam'peɪn]	champán	<i>children</i>	['tʃɪldrən]	niños
<i>champion</i>	['tʃampjən]	campeón	<i>chimney</i>	['tʃɪmni]	chimenea
<i>chance</i>	[tʃa:ns]	v. r.	<i>chocolate</i>	['tʃɒkəlaɪt]	chocolate
<i>chance</i>	[tʃa:ns]	suerte, azar	<i>choice</i>	[tʃɔɪs]	elección, se-
<i>change</i>	[tʃeɪndʒ]	cambio			lección
<i>change</i>	[tʃeɪndʒ]	v. r.	<i>choose</i>	[tʃu:z]	v. i.
<i>change, into</i>			<i>christen</i>	['krɪsn]	v. i.
<i>to</i>	['tʃeɪndʒ	v. r.	<i>Christmas</i>	['krɪsməs]	Navidad
	'ɪntu/tu]		<i>chromo-</i>		
<i>chapel</i>	['tʃapəl]	capilla	<i>some</i>	['krəʊməsəʊm]	cromosoma
<i>character</i>	['kærɪktə(r)]	personaje, pa-	<i>chronic</i>	['krɒnɪk]	crónico
		pel (teatro),	<i>chuck</i>	[tʃʌk]	v. r.
		carácter	<i>church</i>	[tʃɜ:ʃ]	iglesia
<i>characteris-</i>			<i>cigarette</i>	[sɪgə'ret]	cigarillo
<i>tic</i>	['kærɪktə'ristɪk]	característi-	<i>cimeter</i>	['sɪmɪtə(r)]	cimitarra, sa-
		co, propio			ble
<i>charge</i>	[tʃa:dʒ]	v. r.	<i>cinema</i>	['sɪnəmə]	cine
<i>charge with</i>	['tʃa:dʒ wɪð]	v. r.	<i>circle</i>	['sə:kl]	círculo
<i>charming</i>	['tʃa:mɪŋ]	encantador,	<i>circulation</i>	[sə:kju'leɪʃən]	circulación
		agradable	<i>circums-</i>		
<i>cheap</i>	[tʃi:p]	barato	<i>tance</i>	['sə:kəmstəns]	circunstancia
<i>check</i>	[tʃek]	v. r.	<i>circus</i>	['sə:kəs]	circo
<i>check-over</i>	['tʃek 'əʊvə(r)]	inspección,	<i>citizen</i>	['sɪtɪzn]	ciudadano
		revisión	<i>city</i>	['sɪti]	ciudad
<i>cheek</i>	[tʃi:k]	mejilla	<i>civilization</i>	[sɪvɪlaɪ'zeɪʃən]	civilización
<i>cheer</i>	[tʃiə(r)]	v. r.	<i>claim</i>	[kleɪm]	v. r.
<i>cheerful</i>	['tʃiəfʊl]	alegre, jovial	<i>clamour</i>	['klamə(r)]	clamor, grite-
<i>cheerfulness</i>	['tʃiəfʊlnɪs]	alegría, buen			ría
		humor	<i>clap</i>	[klap]	v. r.
<i>cheese</i>	[tʃi:z]	queso	<i>clash</i>	[klaʃ]	fragor, rugi-
<i>chemicals</i>	['kemɪkəlz]	productos			do
		químicos			

<i>clasp</i>	[kla:sp]	v. r.	<i>cocktail</i>	['kokteil]	cóctel
<i>class</i>	[kla:s]	clase	<i>coco-nut oil</i>	['kəukənʌt 'oil]	aceite de coco
<i>classic</i>	['klasik]	clásico (au- tor)	<i>coffee</i>	['kofi]	café
<i>classical</i>	['klasikəl]	clásico (a.)	<i>cog-wheel</i>	['kokwi:l]	piñón, rueda dentada
<i>classroom</i>	['kla:srum]	clase, aula	<i>coil</i>	[koil]	rollo, espira, bobina
<i>clause</i>	[klo:z]	cláusula	<i>coil up</i>	['koil 'ʌp]	v. r.
<i>claw</i>	[klo:]	garra	<i>coin</i>	[koin]	moneda
<i>clean</i>	[kli:n]	limpio, aseado	<i>coke</i>	[kəuk]	coca-cola
<i>clean</i>	[kli:n]	v. r.	<i>cold</i>	[kəuld]	frío
<i>clear</i>	[kliə(r)]	claro, despejado	<i>collar</i>	['kolə(r)]	cuello (de camisa, etc.)
<i>clear of</i>	['kliər əv]	sin contacto	<i>collect</i>	[kə'let]	v. r.
<i>clearly</i>	['kliəli]	claramente, evidente, evidentemente	<i>college</i>	['kolidʒ]	colegio
<i>clearness</i>	['kliənɪs]	claridad	<i>colony</i>	['koləni]	colonia
<i>clerk</i>	[kla:k]	empleado, dependiente	<i>colour</i>	['kʌlə(r)]	color
<i>clever</i>	['klevə(r)]	inteligente	<i>colour</i>	['kʌlə(r)]	v. r.
<i>cleverness</i>	['klevənɪs]	talento, destreza	<i>colour-blind</i>	['kʌləblaɪnd]	daltoniano
<i>cliff</i>	[klɪf]	risco, acantilado	<i>comb</i>	[kəʊm]	v. r.
<i>climb</i>	[klaɪm]	v. r.	<i>comb</i>	[kəʊm]	peine
<i>climber</i>	['klaɪmə(r)]	escalador	<i>come</i>	[kʌm]	v. i.
<i>cling</i>	[kliŋ]	v. i.	<i>come across</i>	['kʌm ə'kros]	tropezarse con
<i>clock</i>	[klok]	reloj de pared	<i>come back</i>	['kʌm 'bʌk]	regresar
<i>close</i>	[kləʊz]	v. r.	<i>come forward</i>	['kʌm 'fo:wəd]	presentarse, hacer acto de presencia
<i>close</i>	[kləʊs]	cerrado, íntimo	<i>come in, into</i>	['kʌm 'in/intu]	entrar
<i>cloth</i>	[kloθ]	tela, paño	<i>come off well</i>	['kʌm of 'wel]	salir bien
<i>clothes</i>	[kləʊðz]	vestidos, ropa	<i>come out</i>	['kʌm 'aut]	salir
<i>clothing</i>	['kləʊðɪŋ]	vestidos, ropa	<i>comedy</i>	['kɒmədi]	comedia
<i>clotting</i>	['klotɪŋ]	coagulación	<i>comfort</i>	['kʌmfət]	v. r.
<i>cloud</i>	[klaʊd]	nube	<i>comfort</i>	['kʌmfət]	comodidad, bienestar
<i>clown</i>	[klaʊn]	payaso	<i>comfortable</i>	['kʌmfətəbl]	cómodo, comfortable
<i>cluster</i>	['klʌstə(r)]	v. r.	<i>command</i>	[kə'ma:nd]	v. r.
<i>clutch</i>	[klʌtʃ]	v. r.	<i>command</i>	[kə'ma:nd]	orden, autoridad
<i>coal</i>	[kəʊl]	carbón	<i>commander</i>	[kə'ma:ndə(r)]	jefe, capitán
<i>coast</i>	[kəʊst]	v. r.	<i>commit</i>	[kə'mɪt]	v. r.
<i>coast</i>	[kəʊst]	costa	<i>commodity</i>	[kə'mɒdɪti]	producto, mercancía
<i>coat</i>	[kəʊt]	chaqueta, palto	<i>commotion</i>	[kə'məʊʃən]	conmoción, agitación
<i>cock</i>	[kok]	gallo			
<i>cocked</i>	[kokt]	montado, erguido			

<i>common sense</i>	['kɒmənsəns]	sentido común	<i>confiding</i>	[kən'faɪdɪŋ]	confiado, crédulo
<i>companion</i>	[kəm'panjən]	compañero	<i>confine</i>	[kən'faɪn]	v. r.
<i>companionship</i>	[kəm'panjən-ʃɪp]	compañerismo	<i>confirm</i>	[kən'fə:m]	v. r.
<i>company</i>	['kʌmpəni]	compañía	<i>confuse</i>	[kən'fju:z]	v. r.
<i>compare</i>	[kəm'peə(r)]	v. r.	<i>congratulate</i>	[kən'gratjuleɪt]	v. r.
<i>compartment</i>	[kəm'pa:t-mənt]	departamento	<i>congratulation</i>	[kəngratju-'leɪʃən]	felicitación, enhorabuena
<i>compass</i>	['kʌmpəs]	brújula	<i>connection</i>	[kə'nekʃən]	conexión, enlace
<i>compensation</i>	[kɒmpen-'seɪʃən]	compensación	<i>conquer</i>	['kɒŋkə(r)]	v. r.
<i>complain</i>	[kəm'pleɪn]	v. r.	<i>conquest</i>	['kɒŋkwɛst]	conquista
<i>complaint</i>	[kəm'pleɪnt]	queja	<i>consider</i>	[kən'sɪdə(r)]	v. r.
<i>complaint</i>	[kəm'pleɪnt]	v. r.	<i>considerable</i>	[kən'sɪdərəbl]	importante, cuantioso
<i>complement</i>	['kɒmplɪmənt]	tripulación, complemento	<i>consist</i>	[kən'sɪst]	v. r.
<i>complete</i>	[kəm'pli:t]	v. r.	<i>consolation</i>	[kɒnsə'leɪʃən]	consolación, consuelo
<i>completely</i>	[kəm'pli:tli]	completamente, totalmente	<i>conspicuous</i>	[kən'spɪkjʊəs]	sobresaliente, notable
<i>compliment</i>	['kɒmplɪmənt]	galantería, requiebro	<i>constant</i>	['kɒnstənt]	constante, permanente
<i>complimentary</i>	[kɒmplɪ'men-təri]	galante, cortés	<i>constantly</i>	['kɒnstəntli]	constantemente
<i>compose</i>	[kəm'pəʊz]	v. r.	<i>constitution</i>	[kɒnstɪ'tju:ʃən]	constitución
<i>comprehend</i>	[kɒmpri'hend]	v. r.	<i>constructor</i>	[kən'straktə(r)]	constructor
<i>comprehensive</i>	[kɒmpri-'hensɪv]	comprensivo, amplio	<i>consulting engineer</i>	[kən'sʌltɪŋ endʒɪ'niə(r)]	ingeniero asesor
<i>concentrate</i>	['kɒnsentreɪt]	v. r.	<i>container</i>	[kən'teɪnə(r)]	recipiente, recipiente
<i>concern</i>	[kən'sə:n]	v. r.	<i>contemporary</i>	[kən'tempərəri]	contemporáneo
<i>concert</i>	['kɒnsət]	cierto	<i>contempt</i>	[kən'tempt]	desprecio
<i>condenser</i>	[kən'densə(r)]	condensador	<i>contemptible</i>	[kən'temptəbl]	despreciable
<i>conductor</i>	[kən'dʌktə(r)]	colector, director orquesta	<i>contented</i>	[kən'tentɪd]	contento
<i>confess</i>	[kən'fes]	v. r.	<i>continent</i>	['kɒntɪnənt]	continente
<i>confident</i>	['kɒnfɪdənt]	seguro, confiado	<i>continue</i>	[kən'tɪnju]	v. r.
			<i>continuous</i>	[kən'tɪnjuəs]	continuo

<i>contract</i>	[ˈkɒntrækt]	contrato, convenio	<i>could</i>	[kud/ˌkəd]	de <i>can</i>
<i>contrast</i>	[ˈkɒntrɑːst]	contraste	<i>couldn't</i>	[ˈkʊdənt]	<i>could not</i>
<i>control</i>	[kənˈtrəʊl]	mando, control	<i>count</i>	[kaʊnt]	v. r.
<i>controversy</i>	[ˈkɒntrəvɜːsi]	controversia, polémica	<i>countenance</i>	[ˈkaʊntɪnəns]	semblante, cara, rostro
<i>conventional</i>	[kənˈvenʃənəl]	convencional	<i>counter</i>	[ˈkaʊntə(r)]	mostrador
<i>conversation</i>	[kɒnvəˈseɪʃən]	conversación	<i>countless</i>	[ˈkaʊntlɪs]	innumerable
<i>converter</i>	[kənˈvɜːtə(r)]	convertidor	<i>country</i>	[ˈkʌntri]	campo, campiña
<i>convey</i>	[kənˈveɪ]	v. r.	<i>(a) country</i>	[(ə) ˈkʌntri]	(un) país
<i>convince</i>	[kənˈvɪns]	v. r.	<i>country</i>	[(ðə) ˈkʌntri]	(el) campo
<i>convinced</i>	[kənˈvɪnst]	convencido	<i>couple</i>	[ˈkʌpl]	par, pareja
<i>cook</i>	[kʊk]	v. r.	<i>courage</i>	[ˈkʌrɪdʒ]	coraje, valor, ánimo
<i>cook</i>	[kʊk]	cocinero	<i>courageous</i>	[kəˈreɪdʒəs]	valiente, valeroso
<i>cooking-fat</i>	[ˈkʊkɪŋ fæt]	manteca de guisar	<i>course</i>	[kɔːs]	curso, carrera
<i>cool</i>	[kuːl]	fresco (a.)	<i>court</i>	[kɔːt]	patio, corte
<i>coop</i>	[kuːp]	gallinero	<i>court</i>	[kɔːt]	v. r.
<i>copper</i>	[ˈkɒpə(r)]	cobre	<i>court-yard</i>	[ˈkɔːtˈjɑːd]	patio
<i>copper cuts</i>	[ˈkɒpəkʌtʃ]	grabados en cobre	<i>cousin</i>	[ˈkʌzn]	primo o prima
<i>copy</i>	[ˈkɒpi]	v. r.	<i>cover</i>	[ˈkʌvə(r)]	v. r.
<i>copy-book</i>	[ˈkɒpɪbʊk]	cuaderno	<i>cover</i>	[ˈkʌvə(r)]	tapa, venda
<i>core</i>	[kɔː(r)]	núcleo, centro	<i>cow</i>	[kau]	vaca
<i>cork</i>	[kɔːk]	corcho	<i>coward</i>	[ˈkəʊəd]	cobarde
<i>corn</i>	[kɔːn]	maíz, cereal	<i>cowardly</i>	[ˈkəʊədli]	cobarde, cobardemente
<i>cornice</i>	[ˈkɔːnɪs]	cornisa	<i>cowpox</i>	[ˈkaʊpɒks]	vacuna (enfermedad)
<i>corned-beef</i>	[ˈkɔːndbiːf]	carne en lata	<i>crab</i>	[kræb]	camarón, gamba
<i>corner</i>	[ˈkɔːnə(r)]	rincón, esquina	<i>crack</i>	[kræk]	hendidura, depresión
<i>coronation</i>	[kɒrəˈneɪʃən]	coronación	<i>crack</i>	[kræk]	v. r.
<i>corpuscule</i>	[kɔːˈpʌskjuːl]	corpúsculo	<i>cradle</i>	[ˈkreɪdl]	cuna
<i>correct</i>	[kəˈrekt]	correcto, bien	<i>craft</i>	[kraːft]	vehículo, embarcación
<i>correspond</i>	[kɒrɪsˈpɒnd]	v. r.	<i>crank</i>	[kræŋk]	hendidura, depresión
<i>corridor</i>	[ˈkɒrɪdoː(r)]	pasillo, corredor	<i>crash</i>	[kræʃ]	v. r.
<i>cost</i>	[kɒst]	v. r.	<i>crashing</i>	[ˈkræʃɪŋ]	choque, estallido, catástrofe
<i>cost</i>	[kɒst]	costo, precio	<i>crawl</i>	[kroːl]	<i>crawl</i> (natación)
<i>costly</i>	[ˈkɒstli]	costoso, caro	<i>cream</i>	[kriːm]	crema
<i>cottage</i>	[ˈkɒtɪdʒ]	casita, choza			
<i>cotton</i>	[ˈkɒtn]	algodón			
<i>couch</i>	[kaʊtʃ]	sofá, cama			
<i>cough</i>	[kɔːf]	v. r.			
<i>cough</i>	[kɔːf]	tos			

<i>create</i>	[kri'eit]	v. r.	<i>curtain</i>	['kə:tn]	cortina,
<i>creature</i>	['kri:tʃə(r)]	criatura, ser viente	<i>curtain call</i>	['kə:tn 'ko:l]	telón
<i>credit</i>	['kredit]	v. r.	<i>custom</i>	['kastəm]	llamada
<i>credulous</i>	['kredjuləs]	crédulo	<i>customer</i>	['kastəmə(r)]	costumbre,
<i>creek</i>	[kri:k]	ría	<i>customs</i>	['kastəmz]	hábito
<i>creep</i>	[kri:p]	v. i.	<i>cut</i>	[kʌt]	cliente
<i>crew</i>	[kru:]	tripulación,	<i>cut</i>	[kʌt]	aduanas
		cuadrilla	<i>cut off</i>	['kʌt 'ɒf]	v. i.
<i>crime</i>	[kraim]	crimen,			cortada, corte
		ofensa			amputar,
<i>critic</i>	['kritik]	crítico,	<i>cutlery</i>	['kʌtləri]	cortar
		sensor	<i>cutline</i>	['kʌtlain]	cuchillería
<i>crocodile</i>	['krokədail]	cocodrilo	<i>cuttle-fish</i>	['kʌtlfiʃ]	línea divisoria
<i>crop</i>	[krop]	cosecha, bu- che	<i>cy·linder</i>	['silində(r)]	jibia, sepia
<i>cross</i>	[kros]	v. r.	<i>cylindrical</i>	[si'lindrikəl]	cilindro
<i>crowd</i>	[kraud]	gentío mul- titud	<i>Cyprus</i>	['saiprəs]	cilíndrico
<i>crowd</i>	[kraud]	v. r.			Chipre
<i>crowded</i>	['kraudid]	atestado,			
		amonto- nado			
<i>crown</i>	[kraun]	v. r.	<i>daddy</i>	['dadi]	papá, papáito
<i>crown</i>	[kraun]	corona	<i>daffodil</i>	['dʌfədil]	narciso
<i>crucible</i>	['kru:sibl]	crisol	<i>daft</i>	[da:ft]	bobó, chifla- do, loco
<i>crude</i>	[kru:d]	crudo, no refinado	<i>daily</i>	['deili]	diario, coti- diano
<i>crush</i>	[kraʃ]	v. r.	<i>damage</i>	['damidʒ]	daño, sinies- tro
<i>cry</i>	[krai]	v. r.			
<i>cry out</i>	['krai 'aut]	v. r.	<i>damp</i>	[dʌmp]	húmedo, mo- jado
<i>cud</i>	[kʌd]	rumia	<i>dance</i>	[da:ns]	baile
<i>culprit</i>	['kʌlprɪt]	reo, delin- cuente	<i>dance</i>	[da:ns]	v. r.
<i>cultivation</i>	[kʌlti'veiʃən]	cultivo, cul- tivación	<i>dancer</i>	['da:nsə(r)]	danzante,
					bailador
<i>cumber- some</i>	['kʌmbəsəm]	engorroso, incómodo	<i>danger</i>	['deindəʒə(r)]	peligro
<i>cup</i>	[kʌp]	taza, copa	<i>dangerous</i>	['deindəʒrəs]	peligroso
<i>cupboard</i>	['kʌbəd]	armario	<i>dare</i>	[deə(r)]	atreverse
<i>cure</i>	[kjʊə(r)]	v. r.	<i>daring</i>	['deəriŋ]	osado, teme- rario
<i>curious</i>	['kjʊəriəs]	curioso, ex- traño	<i>dark</i>	[da:k]	oscuro
<i>curl</i>	[kɜ:l]	v. r.	<i>dark- skinned</i>	['da:kskind]	de piel
<i>currant</i>	['kʌrənt]	grosella	<i>darling</i>	['da:liŋ]	oscura
<i>current</i>	['kʌrənt]	corriente, co- mún	<i>dart</i>	[da:t]	querido, ama- do
<i>curse</i>	[kɜ:s]	maldición	<i>dash</i>	[dʌʃ]	v. r.
					v. r.

— D —

<i>date</i>	[deɪt]	fecha, cita	<i>defend</i>	[di'fend]	v. r.
<i>daughter</i>	['do:tə(r)]	hija	<i>defendant</i>	[di'fendənt]	reo, acusado
<i>dawn</i>	[do:n]	alba, aurora, madrugada	<i>deficiency</i>	[di'fiʃənsi]	defecto, deficiencia
<i>day</i>	[dei]	día	<i>definitely</i>	['definitli]	definitivamente
<i>daybreak</i>	['dei-breik]	amanecer	<i>degree</i>	[di'gri:]	grado
<i>daylight</i>	['deɪlaɪt]	luz del día	<i>deity</i>	['di:iti]	deidad, divinidad
<i>dead</i>	[ded]	muerto	<i>delay</i>	[di'lei]	demora
<i>deadly</i>	['dedli]	mortal, destructivo	<i>delay</i>	[di'lei]	v. r.
<i>deal</i>	[di:l]	parte, porción	<i>deliberation</i>	[dɪlɪbə'reɪʃən]	deliberación, reflexión
<i>deal with</i>	['di:l wið]	tratar con, traficar	<i>delight</i>	[di'lait]	delicia, placer
<i>dear</i>	[diə(r)]	caro, querido	<i>delighted</i>	[di'laitɪd]	encantado, complacido
<i>death</i>	[deθ]	muerte	<i>delightful</i>	[di'laitfʊl]	delicioso
<i>death-watch beetle</i>	['deθwɒtʃ 'bi:tl]	carcoma	<i>deliver</i>	[di'livə(r)]	v. r.
<i>debate</i>	[di'beɪt]	debate	<i>deliver from</i>	[di'livə frəm]	v. r.
<i>debt</i>	[det]	deuda	<i>deliverance</i>	[di'livərəns]	liberación, rescate
<i>decarbonize</i>	[di:'ka:bənaɪz]	v. r.	<i>delivery</i>	[di'livəri]	entrega
<i>decay</i>	[di'keɪ]	v. r.	<i>deluded</i>	[di'lu:did]	engañado
<i>decay</i>	[di'keɪ]	decadencia, ruina	<i>demand</i>	[di'ma:nd]	v. r.
<i>deceit</i>	[di'si:t]	engaño, falsedad	<i>Denmark</i>	['denma:k]	Dinamarca
<i>deceive</i>	[di'si:v]	v. r.	<i>denounce</i>	[di'naʊns]	v. r.
<i>December</i>	[di'sembə(r)]	diciembre	<i>dentist</i>	['dentɪst]	dentista
<i>decide</i>	[di'saɪd]	v. r.	<i>deny</i>	[di'nai]	v. r.
<i>decipher-able</i>	[di'saɪfərəbl]	descifable	<i>depart</i>	[di'pa:t]	v. r.
<i>deck</i>	[dek]	cubierta de un barco	<i>department</i>	[di'pa:tmənt]	departamento
<i>declare</i>	[di'kleɪə(r)]	v. r.	<i>depend on</i>	[di'pend 'on]	v. r.
<i>decor</i>	['deɪko:(r)]	decoración	<i>deprive</i>	[di'praɪv]	v. r.
<i>decorate</i>	['dekəreɪt]	v. r.	<i>depth</i>	[depθ]	profundidad
<i>decorator</i>	['dekəreɪtə(r)]	decorador	<i>derrick</i>	['derɪk]	torre de sondeo
<i>decorum</i>	[di'kə:rəm]	decoro, decencia	<i>descend</i>	[di'send]	v. r.
<i>dedicate</i>	['dedikeɪt]	v. r.	<i>descendant</i>	[di'sendənt]	descendiente
<i>deed</i>	[di:d]	hazaña, hecho	<i>describe</i>	[dis'kraɪb]	v. r.
<i>deep</i>	[di:p]	profundo, hondo	<i>description</i>	[dis'kripʃən]	descripción
<i>deeply</i>	['di:pli]	profundamente	<i>desert</i>	[di'zə:t]	v. r.
<i>deer</i>	[diə(r)]	ciervo, venado	<i>desert</i>	['dezət]	desierto, yermo
<i>defence</i>	[di'fens]	defensa	<i>deserted</i>	[di'zə:tɪd]	abandonado
			<i>deserve</i>	[di'zə:v]	v. r.
			<i>design</i>	[di'zeɪn]	v. r.
			<i>desirable</i>	[di'zaɪərəbl]	deseable
			<i>desire</i>	[di'zaɪə(r)]	deseo, aspiración

<i>desire</i>	[di'zaiə(r)]	v. r.	<i>diligent</i>	['dilidʒənt]	diligente,
<i>desk</i>	[desk]	pupitre, es-			aplicado
		critorio	<i>dim</i>	[dim]	oscuro, som-
<i>despair</i>	[dis'peə(r)]	v. r., deses-			brío
		peración	<i>diminish</i>	[di'miniʃ]	v. r.
<i>desperate</i>	['despərit]	desesperado,	<i>dimly</i>	['dimli]	oscuramente
		perdido	<i>din</i>	[din]	ruido, estré-
<i>destroy</i>	[dis'troi]	v. r.			pido
<i>destruction</i>	[dis'trʌkʃən]	destrucción	<i>dine</i>	[dain]	v. r.
<i>detach</i>	[di'tatʃ]	v. r.	<i>dining-room</i>	['daiɪŋrum]	comedor
<i>detachment</i>	[di'tatʃmənt]	destacamento	<i>dinner</i>	['dinə(r)]	comida
<i>detail</i>	['di:teɪl]	detalle			
<i>detain</i>	[di'tein]	v. r.	<i>dinner-</i>		
<i>detect</i>	[di'tekt]	v. r.	<i>service</i>	['dinə'sə:vis]	vajilla
<i>determine</i>	[di'tə:min]	v. r.	<i>dinner-set</i>	['dinəsət]	vajilla
<i>determined</i>	[di'tə:mind]	determinado,	<i>dip</i>	[dip]	v. r.
		resuelto	<i>diplomatic</i>	[diplə'matik]	diplomático
<i>detest</i>	[di'test]	v. r.			(a.)
<i>develop</i>	[di'veləp]	v. r.	<i>direct</i>	[di'rekt]	directo
<i>develop-</i>			<i>direction</i>	[di'rekʃən]	dirección
<i>ment</i>	[di'veləpmənt]	desarrollo,	<i>director</i>	[di'rektə(r)]	director
		crecimiento	<i>dirt</i>	[dɜ:t]	suciedad, ba-
<i>device</i>	[di'vais]	invento, arti-			sura
		ficio	<i>dirty</i>	['dɜ:ti]	sucio
<i>devil</i>	['devl]	demonio,	<i>dis —</i>	[dis-]	(prefijo)
		diablo	<i>disabled</i>	[dis'eɪbld]	imposibilita-
					do, tullido
<i>devote</i>	[di'vəut]	v. r.	<i>disadvan-</i>		
<i>dew</i>	[dju:]	rocío	<i>tage</i>	[disəd'va:n-	desventaja
<i>diadem</i>	['daɪədəm]	diadema, co-		tidʒ]	v. r.
		rona	<i>disappear</i>	[disə'piə(r)]	desastre, des-
<i>diabolic</i>	[daɪə'bolik]	diabólico	<i>disaster</i>	[di'za:stə(r)]	gracia
<i>diagram</i>	['daɪəgram]	diagrama			
<i>dial</i>	['daɪəl]	v. r.	<i>disbelieve</i>	['disbi'li:v]	v. r.
<i>dialogue</i>	['daɪələg]	diálogo	<i>discomfort</i>	[dis'kʌmfət]	incomodidad,
<i>diamond</i>	['daɪəmənd]	diamante			molestia
<i>dictionary</i>	['dikʃənri]	diccionario	<i>discontent</i>	['diskən'tent]	descontento,
<i>did</i>	[did]	de <i>to do</i>			disgusto
<i>didn't</i>	['didnt]	<i>did not</i>	<i>discover</i>	[dis'kʌvə(r)]	v. r.
<i>die</i>	[dai]	v. r., matriz,	<i>discoverer</i>	[dis'kʌvərə(r)]	descubridor
		troquel	<i>discovery</i>	[dis'kʌvəri]	descubrimien-
<i>die out</i>	['dai 'aut]	extinguirse			to, invento
<i>differ</i>	['difə(r)]	v. r.	<i>discuss</i>	[dis'kʌs]	v. r.
<i>different</i>	['difrənt]	diferente	<i>disease</i>	[di'zi:z]	enfermedad
<i>difficult</i>	['difɪkəl]	difícil	<i>disfavour</i>	['dis'feivə(r)]	desapropa-
<i>difficulty</i>	['difɪkəlti]	dificultad			ción, dis-
<i>dig</i>	[dig]	v. i.			gusto
<i>diggest</i>	[di'dʒest]	v. r.	<i>disgrace</i>	[dis'greɪs]	infamia, des-
<i>dignity</i>	['digniti]	dignidad,			honor
		nobleza	<i>dish</i>	[diʃ]	plato, fuente

<i>dishevel</i>	[di'ʃevəl]	v. r.	<i>donor</i>	['dəʊnə(r)]	donante
<i>dishonest</i>	[dis'ɒnɪst]	falso, malo	<i>don't</i>	[dəʊnt]	<i>do not</i>
<i>dislike</i>	[dis'laɪk]	v. r.	<i>don't mind!</i>	['dəʊnt 'maɪnd]	no importa
<i>dismal</i>	['dɪzməl]	triste, lúgubre	<i>doom</i>	[du:m]	v. r.
<i>dismount</i>	['dɪs'maʊnt]	v. r.	<i>door</i>	[do:(r)]	puerta
<i>disobey</i>	['dɪsə'beɪ]	v. r.	<i>door-handle</i>	['do:'hændl]	agarradero,
<i>disorder</i>	[dis'ɔ:də(r)]	desorden			aldaba
<i>dispose</i>	[dis'pəʊz]	v. r.	<i>door-way</i>	['do:'wei]	puerta, en-
<i>disposed</i>	[dis'pəʊzd]	dispuesto			trada
<i>dispropor-</i>			<i>doth</i>	[dʌθ]	<i>does</i> (anti-
<i>tioned</i>	['dɪsprə'pɔ:-				cuado)
	ʃənd]	despropor-	<i>double-</i>		
		cionado	<i>decker</i>	['dʌbl'dekə(r)]	de dos cubier-
<i>distance</i>	['dɪstəns]	distancia			tas o pisos
<i>distinct</i>	[dis'tɪŋkt]	distinto, cla-	<i>doubt</i>	[daʊt]	v. r.
		ro, preciso	<i>doubt</i>	[daʊt]	duda
<i>distinguish-</i>			<i>doubtful</i>	['daʊtfʊl]	dudoso
<i>ed</i>	[dis'tɪŋgwɪft]	distinguido	<i>down</i>	[daʊn]	abajo (prepo-
<i>distress</i>	[dis'tres]	dolor, angus-			sición)
		tia, pena	<i>downstairs</i>	['daʊn'steəz]	el el piso de
<i>disturb</i>	[dis'tɜ:b]	v. r.			abajo
<i>disturbance</i>	[dis'tɜ:bəns]	inconvien-	<i>downward</i>	['daʊnwəd]	hacia abajo
		te, desor-	<i>dozen</i>	['dʌzn]	docena
		den	<i>draft</i>	[dra:f]	v. r.
<i>ditch</i>	[dɪtʃ]	zanja, caz	<i>drag</i>	[drag]	v. r.
<i>dive</i>	[daɪv]	v. r.	<i>dragonfly</i>	['dræɡənflaɪ]	libélula
<i>divest</i>	[daɪ'vest]	v. r.	<i>drain</i>	[dreɪn]	v. r.
<i>divide</i>	[dɪ'vaɪd]	v. r.	<i>drake</i>	[dreɪk]	pato
<i>divinity</i>	[dɪ'vɪnɪti]	divinidad, dei-	<i>dramatical</i>	[drə'matɪkəl]	dramático
		dad	<i>dramatist</i>	['dræmətɪst]	autor dramá-
<i>do</i>	[du:/du]	v. i.			tico, dra-
<i>do with</i>	['du: wɪð]	arreglárselas	<i>draught</i>	[dra:ft]	maturgo
		uno			borrador, an-
<i>do without</i>	['du: wɪð'auʔ]	pasar sin			teproyecto
<i>doctor</i>	['dɒktə(r)]	médico, doc-	<i>draw</i>	[dro:]	v. i.
		tor	<i>draw off</i>	['dro: 'ɒf]	sacar, extraer
<i>document</i>	['dɒkjʊmənt]	documento	<i>drawer</i>	[dro:(r)]	cajón, gaveta
<i>does</i>	[dʌz/dəs/dz]	de <i>to do</i>	<i>drawing</i>	['dro:ɪŋ]	dibujo
<i>doesn't</i>	['dʌzənt]	<i>does not</i>	<i>dread</i>	[dred]	terrible, res-
<i>dog</i>	[dɒɡ]	perro			petable
<i>doll</i>	[dɒl]	muñeca	<i>dread</i>	[dred]	v. r.
<i>dollar</i>	['dɒlə(r)]	dólar	<i>dreadful</i>	['dredfʊl]	terrible, es-
<i>— dom</i>	[-dəm]	(sufijo)			pantoso
<i>domain</i>	[də'meɪn]	dominio, pro-	<i>dream</i>	[dri:m]	v. i.
		piedad	<i>dream</i>	[dri:m]	sueño
<i>dome</i>	[dəʊm]	cúpula	<i>dress</i>	[dres]	v. r.
<i>domestic</i>	[də'mestɪk]	doméstico	<i>dress</i>	[dres]	vestido
<i>domination</i>	[domɪ'neɪʃən]	dominación	<i>dress-maker</i>	['dres'meɪkə(r)]	modista
<i>donkey</i>	['dɒŋki]	burro	<i>drier</i>	['draɪə(r)]	secador



<i>drift</i>	[drɪft]	v. r.	<i>dwelling</i>	['dwelɪŋ]	vivienda,
<i>drift</i>	[drɪft]	tendencia,	<i>dying</i>	['daɪɪŋ]	morada
		desviación			moribundo
<i>drill</i>	[drɪl]	v. r.			
<i>drill</i>	[drɪl]	taladro, broca			
<i>drink</i>	[drɪŋk]	v. i.		— E —	
<i>drink</i>	[drɪŋk]	bebida, trago			
<i>drinking-</i>			<i>each</i>	[i:tʃ]	cada
<i>trough</i>	['drɪŋkɪŋtroʊf]	abrevadero	<i>each other</i>	['i:tʃ 'ʌðə(r)]	se (uno al tro)
<i>drive</i>	[draɪv]	v. i.	<i>eager</i>	['i:gə(r)]	ávido, ansioso
<i>drive back</i>	['draɪv 'bæk]	hacer retroceder, regresar en vehículo	<i>eagle</i>	['i:gl]	águila
			<i>ear</i>	[iə(r)]	oído, oreja
<i>drive out</i>	['draɪv 'aʊt]	echar por la fuerza	<i>ear of corn</i>	['iər əv 'ko:n]	espiga
			<i>early</i>	['ɜ:li]	temprano
<i>drive your-</i>			<i>earn</i>	[ə:n]	v. r.
<i>self car</i>	['draɪv jo:'self 'ka:]	automóvil de autoconducción	<i>earnings</i>	['ɜ:nɪŋz]	salario, jornal
<i>drop</i>	[drɒp]	v. r.	<i>earth</i>	[ə:θ]	tierra
<i>drop</i>	[drɒp]	gota	<i>(the) Earth</i>	[(ðɪ) 'ə:θ]	(la) tierra
<i>drown</i>	[draʊn]	v. r.	<i>earthen</i>	['ɜ:θən]	térreo, de barro
<i>drowned</i>	[draʊnd]	ahogado	<i>easily</i>	['i:zɪli]	fácilmente
<i>drug</i>	[drʌg]	droga	<i>east</i>	[i:st]	(el) Este
<i>drum</i>	[drʌm]	v. r.	<i>eastern</i>	['i:stən]	oriental
<i>drum</i>	[drʌm]	tambor	<i>eastward</i>	['i:stwəd]	hacia el Este
<i>drunk</i>	[drʌŋk]	borracho,	<i>easy</i>	['i:zi]	fácil
		ebrio	<i>eat</i>	[i:t]	v. i.
<i>drunken</i>	['drʌŋkən]	borracho	<i>eat up</i>	['i:t 'ʌp]	comer, devorar
<i>dry</i>	[draɪ]	v. r.	<i>economic</i>	[i:kə'nomɪk]	económico
<i>dry</i>	[draɪ]	seco	<i>economical</i>	[i:kə'nomɪkəl]	económico, frugal
<i>dry up</i>	['draɪ 'ʌp]	secar la loza	<i>edge</i>	[edʒ]	extremo, borde
<i>duck</i>	[dʌk]	pato, pata	<i>edited</i>	['editɪd]	editado, impreso
<i>ducking</i>	['dʌkɪŋ]	zambullida			
<i>duke</i>	[dju:k]	duque	<i>educate</i>	['edʒukeɪt]	v. r.
<i>dull</i>	[dʌl]	desanimado, triste	<i>educated</i>	['edʒukeɪtɪd]	educado, formado
<i>during</i>	['dʒuəriŋ]	durante	<i>education</i>	[edʒu'keɪʃən]	educación
<i>dust</i>	[dʌst]	v. r.	<i>efface</i>	[i'feɪs]	v. r.
<i>dust</i>	[dʌst]	polvo	<i>effect</i>	[i'fekt]	efecto, resultado
<i>duster</i>	['dʌstə(r)]	quitapolvos, borrador	<i>effectual</i>	[i'fektʃuəl]	eficiente, eficaz
<i>dusty</i>	['dʌsti]	polvoriento	<i>efficiency</i>	[i'fi:ʃənsi]	eficiencia
<i>Dutchman</i>	['dʌtʃmən]	holandés (n.)	<i>efficient</i>	[i'fi:ʃənt]	eficiente, activo
<i>duty</i>	['dʒu:ti]	deber			
<i>dwarf</i>	[dwo:f]	enano, diminuto			

<i>effigy</i>	[ˈefɪdʒi]	efigie,	<i>empty</i>	[ˈempti]	vacío
<i>effulgence</i>	[eˈfʌldʒəns]	imagen resplandor, brillantez	<i>empty- handed</i>	[ˈemptiˈhændɪd]	con las ma- nos vacías
<i>eg</i>	[eg]	huevo	— <i>ence</i> ,		
<i>egoism</i>	[ˈegəʊɪzəm]	egoísmo	— <i>ance</i>	[-ns, -əns]	(sufijos)
<i>Egypt</i>	[ˈiːdʒɪpt]	Egipto	— <i>ent</i> ,		
<i>Egyptian</i>	[iˈdʒɪpʃən]	egipcio	— <i>ant</i>	[-ənt, -ənt]	(sufijos)
<i>eight</i>	[eit]	ocho	<i>enable</i>	[iˈneɪbl]	v. r.
<i>eighteen</i>	[ˈeɪtiːn]	dieciocho	<i>emcamp</i>	[inˈkɑmp]	v. r.
<i>eighty</i>	[ˈeiti]	ochenta	<i>emcamp- ment</i>	[ɪnˈkɑmpmənt]	campamento
<i>either</i>	[ˈaɪðə(r)]	uno u otro, ambos	<i>encircle</i>	[inˈsəːkl]	v. r.
<i>elbow</i>	[ˈelbəʊ]	codo, brazo de sillón	<i>enclose</i>	[inˈkləʊz]	v. r.
<i>elder</i>	[ˈeldə(r)]	de <i>old</i>	<i>encompass</i>	[inˈkɑmpəs]	v. r.
<i>elect</i>	[iˈleɪtʃ]	v. r.	<i>encounter</i>	[inˈkaʊntə(r)]	v. r.
<i>election</i>	[iˈleɪʃən]	elección	<i>encourage</i>	[inˈkærɪdʒ]	v. r.
<i>electrocuted</i>	[iˈlektrekjuːtɪd]	electrocutado	<i>encourage- ment</i>	[inˈkærɪdʒ- mənt]	estímulo, incentivo
<i>electric heater</i>	[iˈlektɹik ˈhiːtə(r)]	calentador eléctrico	<i>encouraging</i>	[inˈkærɪdʒɪŋ]	alentador
<i>element</i>	[ˈelɪmənt]	elemento	<i>end</i>	[end]	fin, extremidad
<i>e'ephant</i>	[ˈelɪfənt]	elefante	<i>end</i>	[end]	v. r.
<i>eleven</i>	[iˈlevən]	once	<i>endurance</i>	[inˈdʒʊərəns]	resistencia, paciencia
<i>elk</i>	[elk]	anta, alce	<i>endure</i>	[inˈdʒʊə(r)]	v. r.
<i>eloquent</i>	[ˈeləkwənt]	elocuente	<i>enemy</i>	[ˈenɪmi]	enemigo
<i>else</i>	[els]	más, además, si no	<i>energy</i>	[ˈenədʒi]	energía, fuerza
<i>emanante</i>	[ˈeməneɪt]	v. r.	<i>enfeebled</i>	[inˈfiːblɪd]	debilitado
<i>embarrass- ed</i>	[imˈbarəst]	turbado, des- concertado	<i>engage</i>	[inˈgeɪdʒ]	v. r.
<i>embarrass- ing</i>	[imˈbarəsɪŋ]	embarazoso, desconcer- tante	<i>engaged</i>	[inˈgeɪdʒɪd]	comprometi- to, ocupado
<i>emblazon</i>	[imˈbleɪzən]	v. r.	<i>engine</i>	[ˈendʒɪn]	máquina, motor
<i>embroidery</i>	[imˈbrɔɪdəri]	bordado (n.)	<i>engineer</i>	[endʒɪˈniə(r)]	ingeniero
<i>emerge</i>	[iˈmɜːdʒ]	v. r.	<i>engineering</i>	[endʒɪˈniəriŋ]	ingeniería
<i>emergency</i>	[iˈmɜːdʒənsɪ]	emergencia	<i>England</i>	[ˈɪŋɡlənd]	Inglaterra
<i>emigrant</i>	[ˈemɪɡrənt]	emigrante	<i>English</i>	[ˈɪŋɡlɪʃ]	inglés
<i>emit</i>	[iˈmɪt]	v. r.	<i>Englishman</i>	[ˈɪŋɡlɪʃmən]	inglés (n.)
<i>empire</i>	[ˈempaɪə(r)]	imperio	<i>English- woman</i>	[ˈɪŋɡlɪʃˈwʊmən]	inglesa (n.)
<i>employee</i>	[emˈplɔɪˈiː]	empleado	<i>engrave</i>	[inˈɡreɪv]	v. r.
<i>employment</i>	[imˈplɔɪmənt]	empleo, ocupación	<i>engulf</i>	[inˈɡʌlf]	v. r.
<i>emotional</i>	[iˈməʊʃənəl]	emocional	<i>enjoy</i>	[inˈdʒɔɪ]	v. r.
			<i>enjoyable</i>	[inˈdʒɔɪəbl]	agradable, deleitabile

<i>enjoyment</i>	[in'dʒoimənt]	disfrute, goce	<i>essence</i>	['esns]	esencia,
<i>enormous</i>	[i'no:məs]	enorme			médula
<i>enough</i>	[i'nʌf]	suficiente, bastante	<i>estate</i>	[is'teit]	propiedades, bienes, rango
<i>enquire</i>	[in'kwaɪə(r)]	v. r.	<i>estimate</i>	['estimit]	presupuesto, cálculo
<i>enrage</i>	[in'reɪdʒ]	v. r.	<i>eternally</i>	[i'tə:nəli]	perennemente, eternamente
<i>enraged</i>	[in'reɪdʒd]	enfurecido, irritado	<i>Europe</i>	['juərəp]	Europa
<i>enriched</i>	[in'ritʃt]	enriquecido	<i>European</i>	[juərə'piən]	européo
<i>entangled</i>	[in'taŋɡld]	enredado	<i>even</i>	['i:vən]	hasta, incluso
<i>enter</i>	[ɛntə(r)]	v. r.	<i>even though</i>	['i:vən ðəu]	incluso, aunque
<i>entertain</i>	[entə'tein]	v. r.			la tarde, noche
<i>entertain- ment</i>	[entə'teinmənt]	acogida, agasajo, entreteni- miento	<i>evening</i>	['i:vniŋ]	
<i>enthusiasm</i>	[in'θju:ziəzm]	entusiasmo	<i>evening- dress</i>	['i:vniŋ 'dres]	vestido de etiqueta
<i>entire</i>	[in'taɪə(r)]	entero, íntegro	<i>evenly</i>	['i:vənli]	uniformemen- te, suave- mente
<i>entirely</i>	[in'taɪəli]	enteramente, del todo	<i>event</i>	[i'vent]	acontecimien- to, suceso
<i>entitled</i>	[in'taitld]	autorizado	<i>eventful</i>	[i'ventful]	lleno de sucesos
<i>envelope</i>	['enviləup]	sobre (n.)	<i>— ever</i>	[-'evə(r)]	(sufijo)
<i>environ- ment</i>	[in'vaiəɾən- mənt]	medio ambiente	<i>ever</i>	['evə(r)]	alguna vez, jamás
<i>envy</i>	['envi]	v. r.	<i>ever after</i>	['evər 'a:ftə(r)]	siempre des- pués
<i>enzyme</i>	['enzaim]	enzima, fermento	<i>ever since</i>	['evə 'sins]	después, des- de cuando
<i>epic</i>	['epik]	épico	<i>every</i>	['evri]	cada, todos
<i>equal</i>	['i:kwəl]	igual	<i>every after- noon</i>	['evri a:ftə'nu:n]	cada tarde
<i>equality</i>	[i'kwoliti]	igualdad	<i>everybody</i>	['evribodi]	todos, todo el mundo
<i>equally</i>	[i'kwəli]	igualmente	<i>every day</i>	['evri 'dei]	cada día
<i>Equator</i>	[i'kweitə(r)]	Ecuador	<i>every even- ing</i>	['evri 'i:vniŋ]	cada noche
<i>equipment</i>	[i'kwipmənt]	equipo	<i>every month</i>	['evri 'mʌnθ]	cada mes
<i>equipped</i>	[i'kwipt]	equipado	<i>every morn- ing</i>	['evri 'mo:nɪŋ]	cada mañana
<i>— er,</i>			<i>every night</i>	['evri 'nait]	cada noche
<i>— est</i>	[-ə, -ist]	(sufijos)	<i>everyone</i>	['evriwʌn]	todos, todo el mundo
<i>erase</i>	[i'reiz]	v. r.			
<i>eraser</i>	[i'reizə(r)]	borrador			
<i>erratic</i>	[i'ratik]	incierto, irregular			
<i>eruption</i>	[i'rʌpʃən]	erupción			
<i>escape</i>	[is'keɪp]	v. r.			
<i>especially</i>	[is'pe:ʃəli]	especialmente			
<i>essay</i>	[e'sei]	ensayo lite- rario			

<i>every other day</i>	[ˈevri ˈʌðə ˈdeɪ]	cada dos días	<i>exert</i>	[ɪgˈzə:t]	v. r.
<i>everything</i>	[ˈevriθɪŋ]	todas las cosas	<i>exhausted</i>	[ɪgˈzɔːstɪd]	agotado, acabado
<i>every time</i>	[ˈevri ˈtaɪm]	cada vez	<i>exhibit</i>	[ɪgˈzɪbɪt]	v. r.
<i>every week</i>	[ˈevri ˈwi:k]	cada semana	<i>exhibition</i>	[eksɪˈbɪʃən]	exhibición, exposición
<i>everywhere</i>	[ˈevriweə(r)]	en todas partes	<i>exit</i>	[ˈeksɪt]	salida
<i>evidence</i>	[ˈeɪdəns]	evidencia, prueba	<i>expand</i>	[ɪksˈpænd]	v. r.
<i>evil</i>	[ˈiːvl]	maligno, mal	<i>expect</i>	[ɪksˈpekt]	v. r.
<i>ewe</i>	[ju:]	oveja madre	<i>expedition</i>	[eksɪˈpɛdɪʃən]	expedición
<i>ewer</i>	[ˈjuːə(r)]	jarro, aguamanil	<i>expenditure</i>	[ɪksˈpendɪ- tʃə(r)]	gasto, desembolso
<i>exacting</i>	[ɪgˈzaktɪŋ]	exigente	<i>expense</i>	[ɪksˈpens]	gasto
<i>exactly</i>	[ɪgˈzaktli]	exactamente, puntual- mente	<i>expensive</i>	[ɪksˈpensɪv]	costoso
<i>examination</i>	[ɪgzəmiˈneɪʃən]	examen	<i>experience</i>	[ɪksˈpɪəriəns]	experiencia
<i>examine</i>	[ɪgˈzəmiːn]	v. r.	<i>experiment</i>	[ɪksˈperɪmənt]	experimento, ensayo
<i>example</i>	[ɪgˈzɑːmpl]	ejemplo	<i>expert</i>	[ˈekspə:t]	experto
<i>excellent</i>	[ˈeksələnt]	excelente	<i>explain</i>	[ɪksˈpleɪn]	v. r.
<i>except</i>	[ɪkˈsept]	excepto	<i>explanation</i>	[ekspləˈneɪʃən]	explicación
<i>exchange</i>	[ɪksˈtʃeɪndʒ]	cambio, intercambio	<i>explode</i>	[ɪksˈpləʊd]	v. r.
<i>exchange</i>	[ɪksˈtʃeɪndʒ]	v. r.	<i>exploit</i>	[ˈeksplɔɪt]	proeza, hazaña
<i>excite</i>	[ɪkˈsaɪt]	v. r.	<i>exploration</i>	[ekspləˈreɪ- ʃən]	exploración
<i>excitedly</i>	[ɪkˈsaɪtɪdli]	agitadamente, acalorada- mente	<i>explosive</i>	[ɪksˈpləʊsɪv]	explosivo
<i>excitement</i>	[ɪkˈsaɪtmənt]	excitación, estímulo	<i>expound</i>	[ɪksˈpaʊnd]	v. r.
<i>exciting</i>	[ɪkˈsaɪtɪŋ]	excitante, estimulante	<i>export</i>	[eksˈpɔːt]	v. r.
<i>excreta</i>	[eksˈkri:tə]	excreciones	<i>express</i>	[ɪksˈpres]	v. r.
<i>excursion</i>	[ɪksˈkɜːʃən]	excursión	<i>expression</i>	[ɪksˈpreʃən]	expresión, vocablo
<i>excuse</i>	[ɪksˈkjuːz]	v. r.	<i>extend</i>	[ɪksˈtend]	v. r.
<i>excuse</i>	[ɪksˈkjuːs]	excusa	<i>extinguish</i>	[ɪksˈtɪŋgwɪʃ]	v. r.
<i>execration</i>	[eksɪˈkreɪʃən]	maldición, execración	<i>extraneous</i>	[eksˈtreɪnjəs]	externo
<i>executioner</i>	[eksɪˈkjuː- ʃnə(r)]	ejecutor	<i>extraordin- ary</i>	[ɪksˈtrɔːdɪnəri]	extraordinari
<i>exemption</i>	[ɪgˈzempʃən]	exención, dispensa	<i>eye</i>	[aɪ]	ojo
<i>exercise</i>	[ˈeksəsaɪz]	v. r.	<i>eyebrow</i>	[ˈaɪbraʊ]	ceja
<i>exercise</i>	[ˈeksəsaɪz]	ejercicio	<i>eyelash</i>	[ˈaɪləʃ]	pestaña
<i>exercise- book</i>	[ˈæksəsaɪzbʊk]	cuaderno de ejercicios	<i>eyelid</i>	[ˈaɪlɪd]	párpado
			<i>eye-sight</i>	[ˈaɪ-saɪt]	vista (facultad)
			— F —		
			<i>fabled</i>	[ˈfeɪblɪd]	legendario, fabuloso
			<i>fabulous</i>	[ˈfabjʊləs]	fabuloso

<i>face</i>	[feis]	cara	<i>farm</i>	[fa:m]	v. r.
<i>face to face</i>	[ˈfeis tu ˈfeis]	cara a cara	<i>farm</i>	[fa:m]	granja,
<i>fact</i>	[fakt]	hecho,			hacienda
		realidad	<i>farmer</i>	[ˈfa:mə(r)]	granjero,
<i>factory</i>	[ˈfaktəri]	fábrica,			agricultor
		factoría	<i>farmhand</i>	[ˈfa:mhand]	labriego,
<i>fade</i>	[feid]	v. r.			bracero
<i>faeces</i>	[ˈfi:si:z]	excremento	<i>farm-yard</i>	[ˈfa:m-ja:d]	corral de una
<i>fail</i>	[feil]	v. r.			granja
<i>failure</i>	[ˈfeiljə(r)]	fracaso	<i>farther</i>	[ˈfa:ðə(r)]	de <i>far</i>
<i>faint</i>	[feint]	v. r.	<i>fast</i>	[fa:st]	rápido (a.)
<i>faint</i>	[feint]	desmayo	<i>fast</i>	[fa:st]	rápidamente,
<i>fair</i>	[fɛə(r)]	rubio catire,			rápido
		justo,	<i>fasten</i>	[ˈfa:sn]	v. r.
		imparcial	<i>fastener</i>	[ˈfa:snə(r)]	cremallera,
<i>fair</i>	[fɛə(r)]	feria, bello,			broche
		hermoso	<i>fat</i>	[fat]	gordo, grueso
<i>fair-haired</i>	[ˈfɛəˈheəd]	de pelo rubio,	<i>fatal</i>	[ˈfeɪtl]	fatal, mortal
		catire	<i>fate</i>	[feit]	destino,
<i>fairly</i>	[ˈfɛəli]	medianamen-			suerte, fin
		te, impar-	<i>father</i>	[ˈfa:ðə(r)]	padre
		cialmente,	<i>fathom</i>	[ˈfaðəm]	v. r.
		justamente	<i>fatty acid</i>	[ˈfati ˈasid]	ácido graso
<i>fairy</i>	[ˈfɛəri]	hada,	<i>fault</i>	[fo:lt]	falta, culpa
		encantadora	<i>favour</i>	[ˈfeivə(r)]	v. r.
<i>faith</i>	[feɪθ]	fe	<i>favour</i>	[ˈfeivə(r)]	favor
<i>faithful</i>	[ˈfeɪθfʊl]	fiel	<i>favourite</i>	[ˈfeivərɪt]	favorito
<i>fall</i>	[fo:l]	v. i.	<i>fear</i>	[fiə(r)]	miedo, temor
<i>fall asleep</i>	[ˈfo:l əsˈli:p]	dormirse	<i>fear</i>	[fiə(r)]	v. r.
<i>fall in love</i>			<i>fearful</i>	[ˈfiəfʊl]	terrible,
<i>with</i>	[ˈfo:l in ˈlʌv				miedoso
	wɪð]	enamorarse	<i>fearsome</i>	[ˈfiəsəm]	temible
<i>fall over</i>	[ˈfo:l ˈəʊvə(r)]	voltearse	<i>feast</i>	[fi:st]	banquete,
<i>fame</i>	[feim]	fama			festín
<i>familiar</i>			<i>feather</i>	[ˈfeðə(r)]	pluma (de
<i>with</i>	[fəˈmiljə wið]	familiar a			ave)
<i>family</i>	[ˈfamili]	familia	<i>feature</i>	[ˈfi:tʃə(r)]	característica,
<i>famous</i>	[ˈfeiməs]	famoso			forma, rasgo
<i>fan</i>	[fan]	v. r.	<i>feeble</i>	[ˈfi:bl]	débil,
<i>fanciful</i>	[ˈfansɪfʊl]	imaginativo,	<i>February</i>	[ˈfebruəri]	febrero
		fantástico	<i>feed</i>	[fi:d]	v. i.
<i>fancy</i>	[ˈfansi]	fantasía, ima-	<i>feel</i>	[fi:l]	v. i.
		ginación	<i>feel hungry</i>	[ˈfi:l ˈhʌŋɡri]	sentir hambre
<i>fang</i>	[faŋ]	colmillo (de	<i>feelings</i>	[ˈfi:liŋz]	sentimientos
		animal)	<i>feet</i>	[fi:t]	pies
<i>far</i>	[fa:(r)]	lejos, distante	<i>felicity</i>	[fiˈlisiti]	felicidad,
<i>far from</i>	[ˈfa: frəm]	lejos de			dicha
<i>fare</i>	[fɛə(r)]	precio de	<i>fellow</i>	[ˈfeləu]	individuo,
		pasaje			sujeto

<i>female</i>	[ˈfi:meil]	hembra	<i>fireman</i>	[ˈfaɪəmən]	bombero
<i>fence</i>	[fens]	cerca, valla	<i>fireplace</i>	[ˈfaɪə-pleɪs]	chimenea
<i>fester</i>	[ˈfestə(r)]	v. r.	<i>firm</i>	[fə:m]	duro, inflexi-
<i>fetch</i>	[fetʃ]	v. r.			ble, firma
<i>ferro-alloy</i>	[ˈferəu-əˈloi]	aleación fe-	<i>firmly</i>	[ˈfə:mli]	firmente
		rromagnéti-	<i>first</i>	[fə:st]	primero
		ca	<i>fish</i>	[fiʃ]	v. r.
<i>ferry</i>	[ˈferi]	lugar, ferry	<i>fish</i>	[fiʃ]	pescado, pez
<i>fertility</i>	[fə:ˈtiliti]	fertilidad,	<i>fisherman</i>	[ˈfiʃəmən]	pescador
		fecundidad	<i>fit</i>	[fit]	v. r.
<i>fever</i>	[ˈfivə(r)]	fiebre	<i>fit up</i>	[ˈfit ˈʌp]	v. r.
<i>feverish</i>	[ˈfi:vəriʃ]	febril, calen-	<i>fitting</i>	[ˈfitɪŋ]	prueba, ajuste
		turiento	<i>five</i>	[faiv]	cinco
<i>few</i>	[fju:]	pocos, pocas	<i>fix</i>	[fiks]	v. r.
<i>fewer</i>	[ˈfju:ə(r)]	menos	<i>flag</i>	[flag]	bandera
<i>field</i>	[fi:ld]	campo	<i>flame</i>	[fleim]	llamarada
<i>fiend</i>	[fi:nd]	espíritu malo,	<i>flap</i>	[flap]	v. r.
		el demonio	<i>flash</i>	[flaʃ]	v. r.
<i>fierce</i>	[fiəs]	feroz, salvaje	<i>flashing</i>	[ˈflaʃɪŋ]	reluciente
<i>fifteen</i>	[ˈfifˈti:n]	quince	<i>flash-lamp</i>	[ˈflaʃlamp]	linterna
<i>fifty</i>	[ˈfifti]	cincuenta	<i>flat</i>	[flat]	apartamento
<i>fight</i>	[fait]	v. i.	<i>flat</i>	[flat]	llano, liso,
<i>fighting</i>	[ˈfaitɪŋ]	combate,			chato,
		lucha			aplastado
<i>figure</i>	[ˈfigə(r)]	figura,	<i>flatter</i>	[ˈflatə(r)]	v. r.
		número	<i>flee</i>	[fli:]	v. i.
<i>fill</i>	[fil]	v. r.	<i>fleece</i>	[fli:s]	vellón, lana
<i>fill in</i>	[ˈfil ˈin]	v. r.	<i>flight</i>	[flait]	vuelo
<i>fill out</i>	[ˈfil ˈaut]	v. r.	<i>flight report</i>	[ˈflait riˈpɔ:t]	informe del
<i>film</i>	[film]	película, cinta			vuelo
<i>filthy</i>	[ˈfilθi]	sucio,	<i>flinch</i>	[fintʃ]	v. r.
		inmundo	<i>flock</i>	[flok]	rebaño, grey,
<i>finally</i>	[ˈfainəli]	finalmente			manada
<i>financial</i>	[faɪˈnanʃəl]	financiero (a.)	<i>flood</i>	[flʌd]	inundación,
<i>finch</i>	[fintʃ]	pinzón			riada
<i>find</i>	[faɪnd]	v. i.	<i>floor</i>	[flo:(r)]	piso, suelo
<i>fin one's</i>			<i>flounce</i>	[flauns]	v. r.
<i>way</i>	[ˈfaɪnd ˈwʌnz	encontrar el	<i>flour</i>	[ˈflauə(r)]	harina
	ˈwei]	camino	<i>flow</i>	[fləu]	v. r., caudal
<i>find out</i>	[ˈfaɪnd ˈaut]	averiguar	<i>flower</i>	[ˈflauə(r)]	flor
<i>fine</i>	[faɪn]	fino, bueno,	<i>flower show</i>	[ˈflauə ʃəu]	exposición de
		multa			flores
<i>finger</i>	[ˈfɪŋgə(r)]	dedo	<i>fluently</i>	[ˈfluəntli]	con soltura,
<i>finish</i>	[ˈfiniʃ]	v. r.			corriente-
<i>fire</i>	[faɪə(r)]	v. r.	<i>fluted</i>	[ˈflu:tɪd]	mente
<i>fire</i>	[faɪə(r)]	fuego			rizado,
<i>fire-hose</i>	[ˈfaɪəhəʊs]	manguera de	<i>flutter</i>	[ˈflʌtə(r)]	acanalado
		extinción	<i>fly</i>	[flai]	v. r.
					v. r.

<i>fly</i>	[flai]	mosca	<i>foreigner</i>	['forinə(r)]	extranjero (n.)
<i>focus</i>	['fəukəs]	v. r.	<i>forest</i>	['forist]	bosque, selva
<i>focus</i>	['fəukəs]	foco, centro	<i>forest-guard</i>	['foristga:d]	guardabosque
<i>foe</i>	[fəu]	enemigo,	<i>forget</i>	[fə'get]	v. i.
		adversario	<i>forgive</i>	[fə'giv]	v. i.
<i>fog</i>	[fog]	niebla	<i>fork</i>	[fo:k]	tenedor
<i>fold</i>	[fəuld]	rebaño, do-	<i>form</i>	[fo:m]	v. r.
		blez, pliegue	<i>form</i>	[fo:m]	forma
<i>folio</i>	['fəuliəu]	folio	<i>former</i>	['fo:mə(r)]	anterior,
<i>follow</i>	['fələu]	v. r.			primero
<i>following</i>	['fələuiŋ]	siguiente	<i>formerly</i>	['fo:məli]	antiguamente
<i>fond of</i>	['fond əv]	aficionado a	<i>fort</i>	[fo:t]	fuerte (n.)
<i>food</i>	[fu:d]	comida,	<i>forth</i>	[fo:θ]	adelante,
		alimento			afuera
<i>fool</i>	[fu:l]	tonto (n.)	<i>fortify</i>	['fo:tifai]	v. r.
<i>foolish</i>	['fu:liʃ]	tonto, necio	<i>fortnight</i>	['fo:tnait]	quincena
<i>foot</i>	[fut]	pie	<i>fortress</i>	['fo:tris]	fortaleza
<i>foot-and-</i>			<i>fortunately</i>	['fo:tʃənətli]	afortunada-
<i>mouth</i>					mente.
<i>disease</i>	['fut ənd 'mauð	fiebre aztosa	<i>fortune</i>	['fo:tʃən]	fortuna,
	di'zi:z]				suerte
<i>football</i>	['futbo:l]	fútbol	<i>forty</i>	['fo:ti]	cuarenta
<i>football-</i>			<i>forward</i>	['fo:wəd]	hacia
<i>ground</i>	['futbo:l- graund]	campo de			adelante
		fútbol	<i>found</i>	[faund]	v. r.
<i>foothold</i>	['futhəuld]	pie firme	<i>fountain</i>	['fautin]	fuelle, origen
<i>footing</i>	['futiŋ]	base, pie,	<i>fountain-</i>		
		fundamento	<i>pen</i>	['fauntinpen]	estilográfica
<i>footpath</i>	['futpa:θ]	senda, vereda	<i>four</i>	[fo:(r)]	cuatro
<i>foot-soldiers</i>	['fut 'səuldʒəz]	infantes	<i>fourteen</i>	['fo:ti:n]	catorce
		(soldados)	<i>four-</i>		
<i>footsteps</i>	['futsteps]	pisadas, pasos	<i>wheeled</i>	['fo:'wi:ld]	de cuatro
<i>for</i>	[fo:(r)/fə(r)]	para, por,			ruedas
		durante	<i>foyer</i>	['foi'ei]	salón de
<i>for</i>	[fo:(r)]	porque			descanso
<i>for ever</i>	[fə 'evə(r)]	para siempre	<i>France</i>	[fra:ns]	Francia
<i>for fun</i>	[fə 'ʌn]	en broma	<i>free</i>	[fri:]	libre, gratuito
<i>for my life</i>	[fə mai 'laif]	(para escapar	<i>freedom</i>	['fri:dəm]	libertad, inde-
		de la muerte)			pendencia
<i>for sale</i>	[fə 'seil]	en venta	<i>freeze</i>	[fri:z]	v. i.
<i>forbid</i>	[fə'bid]	v. i.	<i>French</i>	['frentʃ]	francés
<i>force</i>	[fo:s]	fuerza	<i>frequently</i>	['fri'kwentli]	frecuente-
<i>force</i>	[fo:s]	v. i.			mente
<i>forces</i>	['fo:siz]	fuerzas,	<i>fresh</i>	[freʃ]	fresco, puro
		tropas	<i>Friday</i>	['fraidi]	viernes
<i>forehead</i>	['forid]	(la) frente	<i>friend</i>	['frend]	amigo
<i>foreign</i>	['forin]	extranjero,	<i>friendly</i>	['frendli]	amistoso,
		foráneo	<i>friendship</i>	['frendʃip]	atento
					amistad

<i>frieze</i>	[fri:z]	friso			
"frig"	[frɪdʒ]	nevera,			
		frigorífico	<i>gaily</i>	[ˈgeɪli]	alegremente,
<i>fright</i>	[fraɪt]	susto, espanto			vistosamente
<i>frighten</i>	[ˈfraɪtn]	v. r.	<i>gain</i>	[geɪn]	ganancia
<i>frightened</i>	[ˈfraɪtnd]	asustado	<i>gain</i>	[geɪn]	v. r.
<i>frill</i>	[frɪl]	volante,	<i>gait</i>	[geɪt]	porte, marcha
		chorrera	<i>gale</i>	[geɪl]	viento fuerte
<i>fringe</i>	[frɪndʒ]	fleco	<i>gallery</i>	[ˈgæləri]	galería,
<i>frog</i>	[frɒɡ]	rana			tribuna
<i>from</i>	[frɒm/frəm]	de, desde	<i>gallery of</i>		
<i>from side to</i>			<i>art</i>	[ˈgæləri əv ˈɑ:t]	galería de
<i>side</i>	[frəm ˈsaɪd tu				arte
	ˈsaɪd]	de lado a	<i>game</i>	[geɪm]	caza, juego
		lado	<i>gang</i>	[gɑŋ]	cuadrilla,
<i>from time</i>					banda
<i>to time</i>	[frəm ˈtaɪm tu	de vez en	<i>gaol</i>	[dʒeɪl]	cárcel, prisión
	ˈtaɪm]	cuando	<i>garage</i>	[ˈɡɑ:rɑ:ʒ]	garage
<i>front</i>	[frʌnt]	el frente,	<i>garden</i>	[ˈɡɑ:dən]	jardín
		delantera	<i>gardener</i>	[ˈɡɑ:dənə(r)]	jardinero
<i>frost</i>	[fro:st]	escarcha	<i>gardening</i>	[ˈɡɑ:dənɪŋ]	horticultura,
<i>fruit</i>	[fru:t]	fruta			jardinería
<i>fruiterer's</i>	[ˈfru:tərəz]	frutería	<i>garment</i>	[ˈɡɑ:mənt]	prenda de
<i>frustrate</i>	[frʌs'treɪt]	v. r.			vestir,
<i>fry</i>	[fraɪ]	v. r.	<i>garrison</i>	[ˈɡærɪsn]	vestido
<i>full</i>	[ful]	lleno	<i>gas</i>	[ɡɑs]	guarnición
<i>full of</i>	[ˈful əv]	lleno de	<i>gasp</i>	[ɡɑ:sp]	gas
<i>fullest</i>			<i>gate</i>	[geɪt]	v. r.
<i>extent</i>	[ˈfulɪst ɪks'tent]	máximo			entrada,
		grado	<i>gateway</i>	[ˈgeɪtwei]	puerta
<i>fully</i>	[ˈfulɪ]	enteramente,	<i>gather</i>	[ˈɡaðə(r)]	paso, entrada
		completa-	<i>gay</i>	[geɪ]	v. r.
		mente			alegre,
<i>fumble</i>	[ˈfʌmbl]	v. r.	<i>gaze</i>	[geɪz]	divertido
<i>fun</i>	[fʌn]	broma,	<i>gearing</i>		v. r.
		diversión	<i>system</i>	[ˈɡiəriŋ ˈsɪstɪm]	sistema de
<i>function</i>	[ˈfʌŋkʃən]	función,			engranaje
		ceremonia	<i>gene</i>	[dʒi:n]	gene
<i>funny</i>	[ˈfʌni]	chistoso,	<i>generally</i>	[ˈdʒenəralɪ]	generalmente
		divertido	<i>generation</i>	[dʒenə'reɪʃən]	generación
<i>fur</i>	[fə:(r)]	piel	<i>generator</i>	[ˈdʒenəreɪtə(r)]	generador
<i>furnace</i>	[ˈfə:nɪs]	horno	<i>generous</i>	[ˈdʒenərəs]	generoso
<i>furnish</i>	[ˈfə:nɪʃ]	v. r.	<i>genius</i>	[ˈdʒi:njəs]	genio (inteli-
<i>furniture</i>	[ˈfə:nɪʃə(r)]	mobiliario,			gencia)
		muebles	<i>Genoa</i>	[ˈdʒenəʊə]	Génova
<i>further</i>	[ˈfə:ðə(r)]	de <i>far</i>	<i>gentle</i>	[ˈʒentl]	suave, gentil
<i>future</i>	[ˈfju:tʃə(r)]	futuro	<i>gentleman</i>	[ˈdʒentlmən]	caballero
			<i>gently</i>	[ˈdʒentli]	suavemente



<i>geography</i>	[dʒi'ogrəfi]	geografía	<i>give way</i>	['giv 'wei]	ceder, no resistir
<i>germ</i>	[dʒə:m]	microbio, germen	<i>gizzard</i>	['gizəd]	molleja
<i>German</i>	['dʒə:mən]	alemán	<i>glacier</i>	['glasjə(r)]	ventisquero, glacial
<i>Germany</i>	['dʒə:məni]	Alemania	<i>glad</i>	[gləd]	contento, alegre
<i>get</i>	[get]	v. i. enojarse	<i>glance</i>	[glɑ:ns]	mirada
<i>get angry</i>	['get 'aŋgri]	enfriarse	<i>glass</i>	[glɑ:s]	vaso, vidrio, espejo
<i>get cold</i>	['get 'kəuld]	oscurecer	<i>glasses</i>	['glɑ:siz]	anteojos, gafas
<i>get dark</i>	['get 'da:k]	engordar	<i>glee</i>	[gli:]	alegría, gozo
<i>get fat</i>	['get 'fat]	enfermarse	<i>glide</i>	[glaid]	v. r. planeador
<i>get ill</i>	['get 'il]	entrar	<i>glider</i>	['glaidə(r)]	v. r.
<i>get in, into</i>	['get 'in/'intu]	hacerse o llegar tarde	<i>glimmer</i>	['glimə(r)]	v. r.
<i>get late</i>	['get 'leit]	aflojarse	<i>glitter</i>	['glitə(r)]	v. r. resplandeciente, brillante
<i>get loose</i>	['get 'lu:s]	casarse	<i>glittering</i>	['glitəriŋ]	esfera
<i>get married</i>	['get 'marid]	aparear	<i>globe</i>	[gləʊb]	lúgubre, tétrico
<i>get off</i>	['get 'of]	progresar	<i>gloomy</i>	['glu:mi]	glorioso, grandioso
<i>get on</i>	['get 'on]	salir de	<i>gloriously</i>	['glo:riəsli]	gloriosamente
<i>get out of</i>	['get 'aut əv]	pasar por encima	<i>glory</i>	['glo:ri]	gloria, fama
<i>get over</i>	['get 'əuvə(r)]	librarse de	<i>glove</i>	[glʌv]	guante
<i>get rid of</i>	['get 'rid əv]	adelgazar	<i>glue</i>	[glu:]	cola de pegar
<i>get thin</i>	['get 'θin]	llegar a	<i>gnaw</i>	[no:]	v. r.
<i>get to</i>	['get tu]	llegar a un lugar	<i>go</i>	[gəu]	v. i.
<i>get to a place</i>	['get tuə'pleis]	preparar, prepararse	<i>go back to</i>	['gəu 'bak tu]	regresar a
<i>get ready</i>	['get 'redi]	levantarse	<i>go bad</i>	['gəu 'bad]	ponerse malo (una cosa)
<i>get up</i>	['get 'ʌp]	ponerse bien, sanar	<i>go by</i>	['gəu 'bai]	pasar
<i>get well</i>	['get 'wel]	empeorar	<i>go for a walk</i>	['gəu fər ə'wo:k]	ir a dar un paseo
<i>get worse</i>	['get 'wə:s]	fantasma, espectro	<i>go in, into</i>	['gəu 'in/'intu]	entrar
<i>ghost</i>	[gəʊst]	gigante	<i>go on</i>	['gəu 'on]	continuar
<i>giant</i>	['dʒaɪənt]	obsequio, presente	<i>go out</i>	['gəu 'aut]	salir
<i>gift</i>	[gift]	pan de jengibre	<i>go home</i>	['gə 'həʊm]	irse a casa
<i>gingerbread</i>	['ʒɪndʒəbred]	girafa	<i>go pail</i>	['gəu 'peil]	ponerse pálido
<i>giraffe</i>	[dʒi'ra:f]	muchacha, chica	<i>go shopping</i>	['gəu 'ʃɒpɪŋ]	ir de compras
<i>girl</i>	[gɜ:l]	v. i. dar una fiesta	<i>go to bed</i>	['gəu tu 'bed]	irse a la cama
<i>give</i>	[giv]	entregar, dar	<i>go to sleep</i>	['gəu tu 'sli:p]	irse a dormir
<i>give a party</i>	['giv ə 'pa:ti]	emitir			
<i>give away</i>	['giv ə'wei]	cesar, dejar de			
<i>give off</i>	['giv 'of]				
<i>give up</i>	['giv 'ʌp]				

<i>go to the pictures</i>	[ˈgəʊ tu ðə ˈpɪktʃəz]	ir al cine	<i>greasy</i>	[ˈɡriːzi]	grasiento
<i>go up</i>	[ˈgəʊ ˈʌp]	subir	<i>great</i>	[ɡreɪt]	gran, grande
<i>goat</i>	[ɡəʊt]	cabra	<i>great many</i>	[ˈɡreɪt ˈmeni]	muchos, as
<i>God</i>	[ɡɒd]	Dios	<i>Greece</i>	[ɡriːs]	Grecia
<i>goddess</i>	[ˈɡɒdis]	diosa	<i>greed</i>	[ɡriːd]	avaricia,
<i>gold</i>	[ɡəʊld]	oro			voracidad
<i>golden</i>	[ˈɡəʊldən]	dorado, de oro	<i>greedy</i>	[ˈɡriːdi]	voraz, insaciable
<i>good</i>	[ɡʊd]	bueno	<i>Greek</i>	[ɡriːk]	griego
<i>good-bye</i>	[ˈɡʊdˈbaɪ]	adiós	<i>green</i>	[ɡriːn]	verde
<i>good-for-nothing</i>	[ˈɡʊdfəˈnʌθɪŋ]	inútil	<i>greengrocer</i>	[ˈɡriːn-ˈɡrəʊsə(r)]	verdulero
<i>goodly</i>	[ˈɡʊdli]	excelente, considerable	<i>greet</i>	[ɡriːt]	v. r.
<i>good-natured</i>	[ˈɡʊdˈneɪtʃəd]	afable, bonachón	<i>greetings</i>	[ˈɡriːtɪŋz]	saludos
<i>goods</i>	[ɡʊdz]	mercaderías	<i>grey</i>	[ɡreɪ]	gris
<i>good turn</i>	[ˈɡʊd ˈtɜːn]	favor, atención	<i>grief</i>	[ɡriːf]	pesar, aflicción
<i>govern</i>	[ˈɡʌvən]	v. r.	<i>grieve</i>	[ɡriːv]	v. r.
<i>government</i>	[ˈɡʌvənmənt]	gobierno	<i>grind</i>	[ɡraɪnd]	v. i.
<i>governor</i>	[ˈɡʌvənə(r)]	gobernador	<i>groan</i>	[ɡrəʊn]	v. r.
<i>graceful</i>	[ˈɡreɪsful]	agraciado	<i>grocer's</i>	[ˈɡrəʊsəz]	abastos, tienda de comestibles
<i>gradually</i>	[ˈɡrædʒuəli]	gradualmente	<i>ground</i>	[ɡraʊnd]	suelo, tierra
<i>grain</i>	[ɡreɪn]	grano	<i>ground</i>	[ɡraʊnd]	v. r.
<i>grammo-phone</i>	[ˈɡræməfəʊn]	gramófono	<i>ground-floor</i>	[ˈɡraʊnd-ˈfloː(r)]	piso bajo
<i>grand</i>	[ɡrænd]	gran, grandioso	<i>ground-seed oil</i>	[ˈɡraʊndsiːd ˈɔɪl]	aceite de maní
<i>grandee</i>	[ɡrændiː]	prócer, grande de un reino	<i>group</i>	[ɡruːp]	grupo
<i>grandeur</i>	[ˈɡrændʒə(r)]	grandeza, esplendor	<i>grow</i>	[ɡrəʊ]	v. i.
<i>grandfather</i>	[ˈɡrænd ˈfɑːðə(r)]	abuelo	<i>grow dark</i>	[ˈɡrəʊ ˈdaːk]	oscurecer
<i>grant</i>	[ɡræːnt]	v. r.	<i>grow plants</i>	[ˈɡrəʊ ˈplɑːnts]	cultivar plantas
<i>grape</i>	[ɡreɪp]	uva	<i>grow up</i>	[ˈɡrəʊ ˈʌp]	crecer
<i>grasp</i>	[ɡræːsp]	v. r.	<i>growth</i>	[ɡrəʊθ]	maleza, vegetación
<i>grass</i>	[ɡrɑːs]	hierba	<i>grub</i>	[ɡrʌb]	gorgojo, larva
<i>grateful</i>	[ˈɡreɪtful]	agradecido	<i>grunt</i>	[ɡrʌnt]	v. r.
<i>grave</i>	[ɡreɪv]	tumba, fosa	<i>guard</i>	[ɡɑːd]	v. r.
<i>gravity</i>	[ˈɡrævɪti]	gravedad	<i>guard</i>	[ɡɑːd]	guarda, guardián
<i>gravy</i>	[ˈɡreɪvi]	salsa, jugo	<i>Guatemala</i>	[ɡwɑːtɪˈmɑːlə]	Guatemala
<i>graze</i>	[ɡreɪz]	v. r.	<i>guess</i>	[ɡes]	v. r.
			<i>guest</i>	[ɡest]	convidado, huésped

<i>guide</i>	[gaid]	v. r.	<i>hammer</i>	['hamə(r)]	martillo
<i>guilty</i>	['gilti]	culpable	<i>hammer</i>	['hamə(r)]	v. r.
<i>guide</i>	[gaid]	guía	<i>hand</i>	[hand]	mano
<i>guinea</i>	['gini]	guinea (21 chelines)	<i>hand</i>	[hand]	v. r.
<i>guitar</i>	[gi'ta:(r)]	guitarra	<i>hand-bag</i>	['handbag]	bolso de mano
<i>gulf</i>	[gʌlf]	golfo (mar)	<i>hand-made</i>	['hand'meid]	hecho a mano
<i>gullet</i>	['gʌlit]	esófago	<i>hand on</i>	['hand'on]	transmitir, transferir
<i>gun</i>	[gʌn]	arma de fue- go, cañón	<i>handker- chief</i>	['hʌŋkətʃif]	pañuelo
<i>gunpowder</i>	['gʌn'paʊdə(r)]	pólvora	<i>handle</i>	['handl]	v. r.
<i>gutter</i>	['gʌtə(r)]	borde de la cuneta, calle	<i>handwriting</i>	['hand'raitɪŋ]	escritura
<i>gypsy</i>	['dʒɪpsi]	gitano	<i>hang</i>	[hʌŋ]	v. i.
— H —			<i>hapless</i>	['haplis]	desventurado, desgraciado
<i>habit</i>	['habit]	hábito, costumbre	<i>happen</i>	['hapən]	v. r.
<i>had</i>	[had/had/əd/ d]	de <i>to have</i>	<i>happen to be</i>	['hapən tu 'bi:]	suceder <i>ser</i>
<i>had better</i>	['had 'betə(r)]	(conveniencia)	<i>happily</i>	['həpili]	felizmente
<i>hadn't</i>	['hɑdnt]	<i>had not</i>	<i>happiness</i>	['həpinis]	felicidad
<i>haemoglo- bin</i>	[hi:məu'gləu- bin]	hemoglobina	<i>happy</i>	['həpi]	feliz
<i>haggard</i>	['hagəd]	ojeroso, macilento	<i>harbour</i>	['hɑ:bə(r)]	puerto
<i>hail</i>	[heil]	v. r.	<i>hard</i>	[hɑ:d]	duro, difícil
<i>hair</i>	[heə(r)]	pelo, cabello	<i>hardening</i>	['hɑ:dnɪŋ]	endurecimien- to
<i>hair-cut</i>	['heəkʌt]	corte de pelo	<i>hardly</i>	['hɑ:dli]	duramente, apenas
<i>hairdresser</i>	['heə'dresə(r)]	peluquero, peinadora	<i>hardship</i>	['hɑ:dʃɪp]	penalidad, fatiga
<i>hair dresser's</i>	['heə'dresəz]	peluquería	<i>hardwork- ing</i>	['hɑ:d'wə:kɪŋ]	trabajador (a.)
<i>hair-style</i>	['heəstail]	peinado	<i>harm</i>	[hɑ:m]	daño, perjuicio
<i>hairly</i>	['heəri]	peludo, velludo	<i>harm</i>	[hɑ:m]	v. r.
<i>half</i>	[hɑ:f]	mitad, medio	<i>harmful</i>	['hɑ:mful]	perjudicial, nocivo
<i>half-penny</i>	['heɪpni]	medio penique	<i>harmless</i>	['hɑ:mlis]	libre de daño, innocuo
<i>half-way</i>	['hɑ:f'wei]	mitad de ca- mino	<i>harrowing</i>	['hərəʊɪŋ]	horripilante
<i>hall</i>	[hɔ:l]	salón, vestíbulo	<i>harvest</i>	['hɑ:vɪst]	cosecha, fruto
<i>halt</i>	[hɔ:lt]	alto, parada	<i>has</i>	[haz/həz/əz/ z/s]	de <i>to have</i>
<i>ham</i>	[hʌm]	jamón	<i>hasn't</i>	['haznt]	<i>has not</i>
<i>hamlet</i>	['hʌmlɪt]	aldea, caserío	<i>haste</i>	[heɪst]	prisa
			<i>hasten</i>	['heɪsn]	v. r.
			<i>hastily</i>	['heɪstili]	apresurada- mente

<i>hasty</i>	['heisti]	ligero, apresurado	<i>helpless</i>	['helplis]	desvalido, incapaz
<i>hat</i>	[hat]	sombrero	<i>hem in</i>	['hem 'in]	v. r.
<i>hatch</i>	[hatʃ]	v. r.	<i>hemisphere</i>	['hemisfiə(r)]	hemisferio
<i>hate</i>	[heit]	v. r.	<i>hen</i>	[hen]	gallina
<i>hatred</i>	['heitrid]	odio, aversión	<i>hence</i>	[hens]	de aquí
<i>have</i>	[hav/həv/əv/ v]	v. i.	<i>her</i>	[hə:(r)/hə/ e(r)]	a. pos. y p. per. objeto
<i>have a cold</i>	['hav ə 'kəuld]	tener un resfriado	<i>herd</i>	[hə:d]	manada, hato
<i>have a meal</i>			<i>here</i>	[hiə(r)]	aquí, acá
<i>out</i>	['hav ə 'mi:l 'aut]	ir a comer fuera	<i>here you are</i>	['hiə ju 'a:]	aquí está, aquí lo tienes
<i>have a</i>			<i>heredity</i>	[hi'rediti]	herencia
<i>shave</i>	['hav ə 'feiv]	afeitarse	<i>hero</i>	['hiərəu]	héroe
<i>haven't</i>	['havnt]	<i>have not</i>	<i>heroine</i>	['herəuin]	heroína
<i>have on</i>	['hav 'on]	llevar (una prenda)	<i>hers</i>	[hə:z]	pro. pos.
<i>hawk</i>	[ho:k]	halcón	<i>herself</i>	[hə:'self]	se (ella misma)
<i>hay</i>	[hei]	paja de heno	<i>he's</i>	[hi:z/hiz/iz]	<i>he is, he has</i>
<i>he</i>	[hi:/hi/i]	él	<i>hesitating</i>	['heziteitɪŋ]	vacilante
<i>head</i>	[hed]	cabeza, principal	<i>hide</i>	[haid]	v. i.
<i>heal</i>	[hi:l]	v. r.	<i>hideous</i>	['hidɪəs]	horrible, espantoso
<i>health</i>	[helθ]	salud	<i>hiding</i>	['haidɪŋ]	ocultación
<i>healthy</i>	['helθi]	sano, saludable	<i>high</i>	[hai]	alto (a.)
<i>heap</i>	[hi:p]	montón, pila	<i>high-heeled</i>		
<i>hear</i>	[hiə(r)]	v. i.	<i>shoes</i>	['hai-hi:ld 'ʃu:z]	zapato de tacón alto
<i>heart</i>	[ha:t]	corazón	<i>high-pitched</i>	['hai'pitʃt]	agudo, sensi- ble
<i>heat</i>	[hi:t]	calor	<i>highway</i>	['haiwei]	autopista
<i>heat</i>	[hi:t]	v. r.	<i>hill</i>	[hil]	colina, montaña
<i>heaven</i>	['hevn]	cielo	<i>him</i>	[him]	ob. de <i>he</i>
<i>heavy</i>	['hevi]	pesado, fuerte	<i>himself</i>	[him'self]	se (él mismo)
<i>he'd</i>	[hi:d]	<i>he had, he would</i>	<i>hire</i>	['haɪə(r)]	v. r.
<i>heedlessly</i>	['hi:dli:li]	negligente- mente	<i>his</i>	[hiz/iz]	a. y pro. pos.
<i>heel</i>	[hi:l]	talón, tacón	<i>historian</i>	[his'to:riən]	historiador
<i>height</i>	[hait]	altura	<i>history</i>	['histəri]	historia
<i>held up</i>	['held 'ʌp]	parado, detenido	<i>histrionic</i>	['histri'onik]	teatral, histriónico
<i>help</i>	[help]	v. r.	<i>hit</i>	[hit]	v. i.
<i>help</i>	[help]	ayuda, auxilio	<i>hitch</i>	[hitʃ]	v. r.
<i>helping</i>	['helpɪŋ]	porción, can- tidad	<i>hitch</i>	[hitʃ]	parada, obs- táculo

<i>hive</i>	[haiv]	colmena	<i>horse-power</i>	['ho:s'pauə(r)]	caballo de fuerza
<i>hockey</i>	['hoki]	hockey (juego)	<i>hospitable</i>	['hospitəbl]	hospitalario
<i>hold</i>	[həuld]	v. i.	<i>hospitality</i>	[hospɪ'talɪti]	hospitalidad
<i>hold a party</i>	['həuld ə 'pa:ti]	dar una fiesta	<i>host</i>	[həust]	v. r.
<i>hold on</i>	['həuld 'on]	agarrarse, asirse de	<i>hostess</i>	['həustɪs]	anfitriona
<i>hole</i>	[həul]	agujero, hueco	<i>hostile</i>	['hostail]	hostil
<i>holiday</i>	['holidi]	vacación, fiesta	<i>hot</i>	[hot]	caliente
<i>hollow</i>	['holəu]	hueco (a.)	<i>hotel</i>	[həu'tel]	hotel
<i>holy</i>	['həuli]	santo, sagrado	<i>hour</i>	['auə(r)]	hora
<i>home</i>	[həum]	casa, hogar	<i>house</i>	[haus]	casa
<i>home town</i>	['həum 'taun]	ciudad donde uno vive	<i>housefly</i>	['hausflai]	mosca
<i>homework</i>	['həumwə:k]	tarea escolar	<i>household</i>	['haushəuld]	casa, familia
<i>honest</i>	['onɪst]	honrado, íntegro	<i>housework</i>	['hauswə:k]	trabajo de la casa
<i>honesty</i>	['onɪsti]	honradez, integridad	<i>hover</i>	['hovə(r)]	v. r.
<i>honey</i>	['hʌni]	miel	<i>how</i>	[hau]	cómo
<i>honey-moon</i>	['hʌnimu:n]	luna de miel	<i>how big?</i>	['hau 'bɪg?]	qué grande
<i>honorary</i>	['onərəri]	honorario, honorífico	<i>how do you</i>	['hau du ju 'du:ʔ]	(saludo)
<i>honour</i>	['onə(r)]	honor, v. r.	<i>how far?</i>	['hau 'fa:ʔ]	qué lejos
<i>honourable</i>	['onərəbl]	honorable, ilustre	<i>how</i>		
— <i>hood</i>	[-hud]	(sufijo)	<i>heavy?</i>	['hau 'hevi?]	qué pesado
<i>hook</i>	[huk]	gancho, anzuelo	<i>how long?</i>	['hau 'lɒŋ?]	qué largo, cuánto tiempo
<i>hop</i>	[hop]	v. r.	<i>how many?</i>	['hau 'meni?]	cuántos, as
<i>hope</i>	[həup]	v. r.	<i>how much?</i>	['hau 'mʌtʃ?]	cuánto
<i>hope</i>	[həup]	esperanza	<i>how old?</i>	['hau 'əʊld?]	qué viejo
<i>hopeful</i>	['həupful]	lleno de esperanzas	<i>how tall?</i>	['hau 'to:l?]	qué alto
<i>hopeless</i>	['həuplɪs]	irremediable, desesperanzado	<i>however</i>	[hau'evə(r)]	no obstante, sin embargo
<i>horizon</i>	[hə'reɪzn]	horizonte	<i>however much</i>	[hau'evə 'mʌtʃ]	no obstante lo mucho
<i>horny</i>	['hɔ:ni]	córneo	<i>howl</i>	[haul]	v. r.
<i>horribly</i>	['horəbli]	horriblemente, terriblemente	<i>huddle</i>	['hʌdl]	v. r.
<i>horror</i>	['horə(r)]	horror, terror	<i>hue</i>	[hju:]	color, tinte
<i>horse</i>	[hɔ:s]	caballo	<i>huge</i>	[hju:dʒ]	enorme, grande
			<i>hullo!</i>	['hʌ'ləu!]	¡hola!
			<i>human</i>	['hju:mən]	humano
			<i>human being</i>	['hju:mən 'bi:ɪŋ]	ser humano
			<i>humanity</i>	[hju'mænɪti]	humanidad
			<i>humble</i>	['hʌmbl]	humilde
			<i>humorous</i>	['hju:mərəs]	chistoso, jocoso

<i>hundred</i>	['hʌndrəd]	cien, ciento	<i>I'm sorry</i>	[aim 'sɒri]	lo siento
<i>hunger</i>	['hʌŋgə(r)]	hambre	<i>imaginary</i>	[i'madʒɪnəri]	imaginario, fantástico
<i>hungry</i>	['hʌŋgri]	hambriento			
<i>hunt</i>	[hʌnt]	v. r.	<i>imagine</i>	[i'madʒɪn]	v. r.
<i>hunter</i>	['hʌntə(r)]	cazador	<i>imbibe</i>	[im'baɪb]	v. r.
<i>hurriedly</i>	['hʌrɪdli]	apresurada-mente	<i>imitate</i>	['imɪteɪt]	v. r.
			<i>imitation</i>	[imi'teɪʃən]	imitación, copia
<i>hurry</i>	['hʌri]	v. r.			
<i>hurry</i>	['hʌri]	prisa, precipitación	<i>immediate</i>	[i'mi:dɪjət]	inmediato
			<i>immediately</i>	[i'mi:dɪjətli]	inmediatamente
<i>hurt</i>	[hɜ:t]	v. i.			
<i>husband</i>	['hʌzbənd]	esposo	<i>immense</i>	[i'mens]	inmenso
<i>hut</i>	[hʌt]	choza, caseta	<i>immensely</i>	[i'mensli]	inmensamente
<i>hydraulics</i>	[hai'dro:liks]	hidráulica			
<i>hydrocarbon</i>	['haɪdrəu'ka:-bən]	hidrocarburo	<i>immunize</i>	['ɪmjunaɪz]	v. r.
			<i>impact</i>	['ɪmpækt]	impacto, golpe
<i>hydrogen</i>	['haɪdrɪdʒən]	hidrógeno			
<i>hypothesis</i>	[hai'pəθɪsɪs]	hipótesis	<i>impatient</i>	[im'peɪfənt]	impaciente, inquieto
			<i>impatiently</i>	[im'peɪfəntli]	impacientemente
— I —					
<i>I</i>	[ai]	yo	<i>import</i>	[im'pɔ:t]	v. r.
<i>ice</i>	[aɪs]	hielo	<i>import</i>	[im'pɔ:t]	importe, valor
<i>ice-cream</i>	['aɪs'kri:m]	helado (n.)	<i>important</i>	[im'pɔ:tənt]	importante
<i>icy</i>	['aɪsi]	helado, frío	<i>impossible</i>	[im'pɒsəbl]	imposible
<i>I'd</i>	[aɪd]	<i>I had,</i> <i>I would</i>	<i>imprecation</i>	[ɪmpri'keɪʃən]	imprecación, maldición
<i>idea</i>	[ai'diə]	idea	<i>impress</i>	[im'pres]	v. r.
<i>ideal</i>	[ai'diəl]	ideal, perfecto	<i>impressive</i>	[im'presɪv]	impresionante, grandioso
<i>identify</i>	[ai'dentɪfaɪ]	v. r.			
<i>identity</i>	[ai'dentɪti]	identidad	<i>improve</i>	[im'pru:v]	v. r.
<i>idiom</i>	['ɪdiəm]	modismo, lenguaje	<i>improvement</i>	[im'pru:vmənt]	mejora, perfeccionamiento
<i>I don't mind</i>	[ai 'dəʊnt 'maɪnd]	a mi no me importa	<i>impure</i>	[im'pjʊə(r)]	impuro
			<i>in</i>	[ɪn]	en
<i>if</i>	[ɪf]	si (conjugación)	<i>in case</i>	[ɪn 'keɪs]	en caso
			<i>in chains</i>	[ɪn 'tʃeɪnz]	encadenado
<i>ignorant</i>	['ɪgnərənt]	ignorante	<i>in charge of</i>	[ɪn 'tʃɑ:dʒ əv]	al cargo de
<i>ill</i>	[ɪl]	enfermo, malo	<i>in command of</i>	[ɪn kə'mænd əv]	al mando de
<i>illness</i>	['ɪlnɪs]	enfermedad	<i>in front of</i>	[ɪn 'frʌnt əv]	delante de
<i>ill-tempered</i>	['ɪl'tempəd]	malhumorado	<i>in law</i>	[ɪn 'lə:]	(en ley)
<i>I'll see you</i>	[aɪl'si: ju 'leɪtə(r)]	te veré luego	<i>in order</i>	[ɪn 'o:ðə(r)]	en orden
			<i>in order that</i>	[ɪn 'o:ðə ðæt]	a fin de que
<i>I'm</i>	[aɪm]	<i>I am</i>			

<i>in place of</i>	[in 'pleis əv]	en lugar de	<i>inferior</i>	[in'fiəriə(r)]	inferior,
<i>in regard to</i>	[in ri'ga:d tu]	con respecto a	<i>influence</i>	['influəns]	más bajo
<i>in spite of</i>	[in 'spait əv]	a pesar de, no obstante	<i>information</i>	[infə'meiʃən]	influencia
<i>in straitened circumstances</i>	[in 'streitnd 'sə:kəms- tənsiz]	falto de recursos, apurado	<i>informative</i>	[in'fo:mətiv]	informativo
<i>in the after- noon</i>	[in ðə 'a:ftə'nu:n]	por la tarde	<i>ingenuity</i>	[indʒi'njuiti]	ingenuidad, inventiva
<i>in the course of</i>	[in ðə 'ko:s əv]	en el curso de	— <i>ing</i>	[-iŋ]	(sufijo)
<i>in the end</i>	[in ði 'end]	al fin	<i>inglorious</i>	[in'glo:riəs]	oscuro, ignominioso
<i>in the meantime</i>	[in ðə 'mi:n'taim]	mientras tanto	<i>ingot</i>	['iŋgət]	lingote
<i>in the morning</i>	[in ðə 'mo:nɪŋ]	por la mañana	<i>inherit</i>	[in'herit]	v. r.
<i>in time</i>	[in 'taim]	a tiempo	<i>inject</i>	[in'dʒekt]	v. r.
<i>inch</i>	[intʃ]	pulgada	<i>injection</i>	[in'dʒekʃən]	inyección
<i>include</i>	[in'klu:d]	v. r.	<i>injury</i>	['indʒəri]	lesión
<i>inconsider- able</i>	[inkən'sidərəbl]	insignificante, inapreciable	<i>ink</i>	[iŋk]	tinta
<i>increase</i>	[in'kri:s]	v. r.	<i>inkstand</i>	['iŋkstand]	tintero
<i>increase</i>	['iŋkri:s]	aumento, crecimiento	<i>inn</i>	[in]	fonda, para- dor, taberna
<i>incredible</i>	[in'kredəbl]	increíble	<i>innocence</i>	['inəsns]	inocencia, sencillez
<i>incrust</i>	[in'krʌst]	v. r.	<i>inoculate</i>	[i'nokjuleit]	v. r.
<i>indebted</i>	[in'detid]	reconocido, obligado	<i>inquire</i>	[in'kwaɪə(r)]	v. r.
<i>indeed</i>	[in'di:d]	v. r. d a dera- mente, real- mente	<i>inscription</i>	[in'skripʃən]	inscripción
<i>indepen- dence</i>	[indi'pendəns]	independencia	<i>insect</i>	['insekt]	insecto
<i>India</i>	['indjə]	India	<i>inside</i>	['in'said]	en el interior, dentro
<i>indignation</i>	[indig'neiʃən]	indignación	<i>insist</i>	[in'sist]	v. r.
<i>individual</i>	[indi'vidjuəl]	individuo, sujeto	<i>insolvency</i>	[in'solvənsi]	insolvencia
<i>ineffectual</i>	[ini'fektjuəl]	ineficaz	<i>inspiration</i>	[inspə'reiʃən]	inspiración
<i>inexcusable</i>	[iniks'kju:zəbl]	injustificable	<i>instant</i>	['instənt]	instante, mo- mento
<i>infectious</i>	[in'fekʃəs]	infeccioso, infecto	<i>instantly</i>	['instəntli]	instantánea- mente
			<i>instead of</i>	[in'sted əv]	en vez de
			<i>instil</i>	[in'stil]	v. r.
			<i>instrument</i>	['instrumənt]	instrumento
			<i>instrument panel</i>	['instrumənt 'panəl]	tablero de ins- trumentos
			<i>insult</i>	[in'sʌlt]	v. r.
			<i>intellect</i>	['intilekt]	intelecto, inteligencia
			<i>intelligent</i>	[in'telidʒənt]	inteligente
			<i>intend</i>	[in'tend]	v. r.
			<i>intercourse</i>	['intəko:s]	comercio, trá- fico
			<i>interest</i>	['intris]	v. r.

<i>interest</i>	['intris]	interés	<i>island</i>	['ailənd]	isla
<i>interested</i>	['intristid]	interesado	<i>isn't</i>	['izənt]	<i>is not</i>
<i>interesting</i>	['intrəstɪŋ]	interesante	<i>isn't it?</i>	['izənt it?]	¿verdad?
<i>intermarry</i>	[intə'mari]	v. r.	<i>isolation</i>	[aisə'leɪʃən]	aislamiento
<i>interming- ling</i>	[intə'mɪŋɡlɪŋ]	mezcla	<i>issue</i>	['ɪʃju]	v. r.
<i>internal combustion engine</i>	[in'tə:nəl kəm'bastʃən 'endʒɪn]	motor de combustión interna	<i>isthmus</i>	['ɪsməs]	istmo
<i>interpose</i>	[intə'pəuz]	v. r.	<i>it</i>	[it]	p. per. s. y ob.
<i>interpreter</i>	[in'tə:prɪtə(r)]	intérprete	<i>Italian</i>	['ɪtəlʒən]	italiano
<i>interrogative</i>	[intə'rogətɪv]	interrogativo	<i>italics</i>	['ɪtəlɪks]	letra bas- tardilla
<i>interrogative- tively</i>	[inte'rogətɪvli]	interrogativa- mente	<i>Italy</i>	['ɪtəli]	Italia
<i>interrupt</i>	[intə'rʌpt]	v. r.	<i>item</i>	['aitem]	ítem, partida,
<i>intervene</i>	[intə'vi:n]	v. r.	<i>itinerant</i>	[i'tɪnərənt]	párrafo
<i>interval</i>	['ɪntəvəl]	intervalo,	<i>its</i>	[its]	ambulante,
<i>intimate</i>	['ɪntɪmɪt]	intermedio	<i>it's</i>	[its]	errante
<i>into</i>	['ɪntu]	íntimo,	<i>it's been</i>		p. pos.
<i>intonation</i>	[intəu'neiʃən]	familiar	<i>nice</i>		<i>it is, it has</i>
<i>introduce</i>	[ɪntrə'dju:s]	en, dentro de	<i>seeing</i>		
<i>invalid</i>	[ɪn'vəlɪd]	entonación	<i>you</i>	[ɪts bi:n 'nais 'si:ɪŋ ju]	me ha alegra- do verte
<i>invar</i>	[ɪn'va:(r)]	v. r.	<i>itself</i>	[ɪt'self]	se (ello mismo)
<i>invent</i>	[ɪn'vent]	inventor	<i>I've</i>	[aɪv]	<i>I have</i>
<i>inventor</i>	[ɪn'ventə(r)]	v. r.	<i>ivy</i>	['aɪvi]	hiedra
<i>invest</i>	[ɪn'vest]	v. r.			
<i>invite</i>	[ɪn'vaɪt]	v. r.			
<i>involve</i>	[ɪn'vɒlv]	v. r.			
<i>inward</i>	['ɪnwəd]	interior, interno			
<i>ionosphere</i>	[aɪ'ɒnəsfiə(r)]	ionosfera			
<i>Ireland</i>	['aɪələnd]	Irlanda			
<i>Irish</i>	['aɪərɪʃ]	irlandés			
<i>iron</i>	['aɪən]	hierro			
<i>irrecover- able</i>	[ɪrɪ'kʌvərəbl]	irrecuperable			
<i>irregularity</i>	[ɪregju'larɪti]	irregularidad			
<i>irritable</i>	['ɪrɪtəbl]	irascible, irritable			
<i>is</i>	[ɪz/z/s]	es			
<i>— ish, — ist</i>	[-ɪʃ, -ɪst]	(sufijos)			
			<i>jacket</i>	['dʒʌkɪt]	chaqueta,
					paltó
			<i>January</i>	['dʒʌnjuəri]	enero
			<i>Japan</i>	['dʒə'pʌn]	Japón
			<i>jar</i>	[dʒʌ:(r)]	jarro, jarrón
			<i>jaw</i>	[dʒo:]	mandíbula, quijada
			<i>jelly</i>	['dʒeli]	gelatina
			<i>jet</i>	[dʒet]	chorro
			<i>jet-liner</i>	['dʒet'laɪnə(r)]	avión de pa- sajeros de chorro
			<i>Jew</i>	[dʒu:]	judío, israelita
			<i>jewel</i>	['dʒu:əl]	joya
			<i>jeweller</i>	['dʒu:ələ(r)]	joyero
			<i>job</i>	[dʒɒb]	empleo, trabajo



<i>jocularity</i>	[dʒɔkju'lariti]	jocosidad	<i>keep order</i>	['ki:p 'o:ðə(r)]	mantener el orden
<i>jocund</i>	[dʒɔkənd]	jocundo, alegre	<i>keep quiet</i>	['ki:p 'kwaiət]	callarse, estar quieto
<i>join</i>	[dʒɔin]	v. r.	<i>keeper</i>	['ki:pə(r)]	guardián
<i>joint</i>	[dʒɔint]	v. r.	<i>kennel</i>	['kenl]	perrera, caseta
<i>joint</i>	[dʒɔint]	articulación, juntura	<i>kerosene</i>	['kerəsi:n]	keroseno
<i>joke</i>	[dʒəuk]	v. r.	<i>kestrel</i>	['kestrəl]	cernícalo
<i>joke</i>	[dʒəuk]	chiste, broma	<i>key</i>	[ki:]	llave, clave
<i>jolly good</i>	[dʒɔli'gud]	excelente	<i>kick</i>	[kik]	v. r.
<i>journalist</i>	[dʒə:nəlist]	periodista	<i>kill</i>	[kil]	v. r.
<i>journey</i>	[dʒə:ni]	viaje	<i>kilometer</i>	['kilə'mi:tə(r)]	kilómetro
<i>joust</i>	[dʒaust]	justa, torneo	<i>kind</i>	[kaɪnd]	amable, caritativo
<i>joy</i>	[dʒɔi]	alegría	<i>kind</i>	[kaɪnd]	clase, especie
<i>joyously</i>	[dʒɔiəsli]	alegremente, gozosamente	<i>kindness</i>	['kaɪnɪs]	bondad, amabilidad
<i>judge</i>	[dʒʌdʒ]	juez	<i>king</i>	[kiŋ]	rey
<i>judgement</i>	[dʒʌdʒmənt]	sentencia, veredicto	<i>kingship</i>	['kiŋʃɪp]	majestad, dignidad
<i>juice</i>	[dʒu:s]	zum, jugo	<i>kinky</i>	['kiŋki]	real
<i>July</i>	[dʒu'laɪ]	julio	<i>kiss</i>	[kis]	ensortijado, crespo
<i>jump</i>	[dʒʌmp]	v. r.	<i>kiss</i>	[kis]	beso
<i>June</i>	[dʒu:n]	junio	<i>kit</i>	[kit]	v. r.
<i>jungle</i>	[dʒʌŋgl]	jungla, bosque que virgen	<i>kitchen</i>	['kitʃən]	gatito
<i>just</i>	[dʒʌst]	justamente	<i>kitchen-garden</i>	['kitʃɪn'gɑ:dən]	cocina
<i>just as</i>	[dʒʌst əz]	justamente cuando	<i>kite</i>	[kaɪt]	huerto
<i>just then</i>	[dʒʌst ðen]	justamente entonces	<i>kitten</i>	['kitn]	cometa
<i>justice</i>	[dʒʌstɪs]	justicia	<i>knee</i>	[ni:]	gatito
— K —			<i>kneel</i>	[ni:l]	rodilla
<i>keen</i>	[ki:n]	agudo, penetrante	<i>knife</i>	[naɪf]	v. r.
<i>keenly</i>	['ki:nli]	agudamente, sutilmente	<i>knight</i>	[naɪt]	cuchillo
<i>keep</i>	[ki:p]	v. i.	<i>knock</i>	[nɒk]	caballero
<i>keep good time</i>	['ki:p 'gud 'taɪm]	señalar bien la hora	<i>knot</i>	[nɒt]	v. r.
<i>keep laws</i>	['ki:p 'lo:z]	guardar las leyes	<i>know</i>	[nəʊ]	nudo
<i>keep one's word</i>	['ki:p 'wɒnz 'wə:d]	mantener la palabra	<i>knowledge</i>	['nɒlɪdʒ]	v. i.
			— L —		
			<i>laboratory</i>	[lə'bɒrətəri]	laboratorio
			<i>labour</i>	['leɪbə(r)]	trabajo, labor
			<i>labourer</i>	['leɪbə(r)]	obrero, bracero

<i>lack</i>	[lak]	carencia, falta	<i>launch</i>	[lo:ntʃ]	v. r.
<i>lad</i>	[lad]	mozo, joven	<i>lavatory</i>	[ˈlavətəri]	lavabo, baño
<i>ladder</i>	[ˈladə(r)]	escalera de mano	<i>lavish</i>	[ˈlaviʃ]	pródigo, pro- fuso
<i>laden</i>	[ˈleɪdn]	cargado	<i>law</i>	[lo:]	ley, derecho (n.)
<i>lady</i>	[ˈleɪdi]	señora	<i>lawyer</i>	[ˈlo:jə(r)]	abogado
<i>lady doctor</i>	[ˈleɪdi ˈdɒktə(r)]	doctora, médico	<i>lay</i>	[lei]	v. i.
<i>lake</i>	[leɪk]	lago	<i>lay an egg</i>	[ˈlei ən ˈeg]	
<i>lamb</i>	[lam]	cordero	<i>lay the table</i>	[ˈlei ðə ˈteɪbl]	poner la mesa
<i>lame</i>	[leɪm]	cojo, lisiado	<i>layer</i>	[ˈleɪə(r)]	capa, estrato
<i>lameness</i>	[ˈleɪmnɪs]	cojera	<i>lazy</i>	[ˈleɪzi]	perezoso, flojo
<i>lamp</i>	[lamp]	lámpara	<i>lead</i>	[li:d]	v. i.
<i>land</i>	[land]	v. r.	<i>lead</i>	[led]	plomo
<i>land</i>	[land]	tierra	<i>leader</i>	[ˈli:də(r)]	líder, jefe
<i>landing</i>	[ˈlandɪŋ]	aterrizaje, desembarco	<i>leaf</i>	[li:f]	hoja
<i>landing apron</i>	[ˈlandɪŋ ˈeɪprən]	zona de esta- cionamiento de aerona- ves	<i>leaf-miner mob</i>	[ˈli:f ˈmaɪnə ˈmɒb]	polilla mina- dora
<i>landing signal</i>	[ˈlandɪŋ ˈsɪgnəl]	señal de aterrizaje	<i>league</i>	[li:g]	legua
<i>landlady</i>	[ˈlənˈleɪdi]	ama, patrona	<i>leak</i>	[li:k]	v. r.
<i>lane</i>	[leɪn]	senda, vereda	<i>lean</i>	[li:n]	v. i.
<i>language</i>	[ˈlæŋɡwɪdʒ]	idioma	<i>leaning tower</i>	[ˈli:nɪŋ ˈtaʊə(r)]	torre inclinada
<i>lanter</i>	[ˈlantən]	linterna	<i>leap</i>	[li:p]	v. i.
<i>large</i>	[la:dʒ]	grande	<i>leap year</i>	[ˈli:p-jə:(r)]	año bisiesto
<i>lark</i>	[la:k]	alondra	<i>learn</i>	[lə:n]	v. i.
<i>lash</i>	[laʃ]	látigo, fusta	<i>learned man</i>	[ˈlə:nɪd mən]	erudito, experto
<i>last</i>	[la:st]	v. r.	<i>least</i>	[li:st]	de <i>little</i>
<i>last</i>	[la:st]	último, pasado	<i>leather</i>	[ˈleðə(r)]	cuero
<i>last night</i>	[ˈla:st ˈnaɪt]	anoche	<i>leave</i>	[li:v]	v. i.
<i>last week</i>	[ˈla:st ˈwi:k]	la semana pasada	<i>leave-taking</i>	[ˈli:vˈteɪkɪŋ]	despedida
<i>late</i>	[leɪt]	tarde (adv.)	<i>leaves</i>	[li:vz]	hojas
<i>lately</i>	[ˈleɪtli]	recientemente, últimamente	<i>lecture</i>	[ˈlektʃə(r)]	v. r.
<i>lathe</i>	[leið]	torno	<i>lecturer</i>	[ˈlektʃərə(r)]	catedrático, lector
<i>Latin</i>	[ˈlætɪn]	latín	<i>left</i>	[left]	izquierda
<i>latter</i>	[ˈlætə(r)]	de <i>late</i>	<i>leg</i>	[leg]	pierna
<i>laugh at</i>	[ˈla:f at/ət]	v. r.	<i>legacy</i>	[ˈlegəsi]	legado, herencia
<i>laugh</i>	[la:f]	risa	<i>legitimate</i>	[liˈdʒɪtɪmɪt]	lícito

<i>lemonade</i>	[lemə'neid]	limonada	<i>line</i>	[lain]	via férrea
<i>lend</i>	[lend]	v. i.	<i>line</i>	[lain]	línea, fila
<i>length</i>	[leŋθ]	longitud	<i>lined</i>	[laind]	forrado
<i>lengthen</i>	[leŋθən]	v. r.	<i>lion</i>	[laiən]	león
<i>lens</i>	[lenz]	lente	<i>lip</i>	[lip]	labio
<i>less</i>	[les]	menos	<i>liquid</i>	[likwid]	líquido
— <i>less</i>	[-lis]	(sufijo)	<i>liquidate</i>	[likwideit]	v. r.
<i>lesson</i>	[lesn]	lección	<i>list</i>	[list]	lista, relación
<i>let</i>	[let]	v. i.	<i>listen</i>	[lisn]	v. r.
<i>let down</i>	[let 'daun]	bajar (v. transi- tivo)	<i>literary</i>	[litərəri]	literario
<i>let me see</i>	[let mi: 'si:]	déjame pen- sar	<i>literature</i>	[litəritʃə(r)]	literatura
<i>letter</i>	[letə(r)]	carta, letra	<i>little</i>	[litl]	poco, pe- queño
<i>lettuce</i>	[letis]	lechuga	<i>live</i>	[liv]	v. r.
<i>level</i>	[levl]	v. r.	<i>lively</i>	[laivli]	vivo, brioso
<i>liability</i>	[laia'biliti]	obligación, deuda	<i>liver</i>	[livə(r)]	hígado
<i>liable</i>	[laiaəbl]	propenso, expuesto	<i>lives</i>	[laivz]	vidas
<i>liberation</i>	[libə'reiʃən]	liberación	<i>load</i>	[ləud]	v. r.
<i>liberator</i>	[libə'reitə(r)]	libertador	<i>load</i>	[ləud]	carga
<i>liberty</i>	[libəti]	libertad	<i>loaf</i>	[ləuf]	pan, hogaza
<i>library</i>	[laibrəri]	biblioteca	<i>lobster</i>	[lobstə(r)]	langosta
<i>lick</i>	[lik]	v. r.	<i>local</i>	[ləukəl]	local, regio- nal
<i>lid</i>	[lid]	tapa, tapa- dera	<i>lock</i>	[lok]	v. r.
<i>lie</i>	[lai]	v. r.	<i>lock</i>	[lok]	candado, cerradura
<i>lie</i>	[lai]	v. i.	<i>lodge</i>	[lodʒ]	v. r., pabellón
<i>lie</i>	[lai]	mentira	<i>lodgings</i>	[lodʒiŋz]	hospedaje, alojamiento
<i>life</i>	[laif]	vida	<i>loft</i>	[loft]	ático, desván
<i>life-time</i>	[laiftaim]	curso de la vida	<i>log</i>	[log]	tronco, leño
<i>lift</i>	[lift]	ascensor	<i>London</i>	[lʌndən]	Londres
<i>lift = ride</i>	[lift, raid]	"colita", viaje	<i>lone</i>	[ləun]	solitario, solo
<i>light</i>	[lait]	luz	<i>lonely</i>	[ləunli]	solitario, solo
<i>light</i>	[lait]	ligero, no pesado	<i>long</i>	[lɔŋ]	largo
<i>light</i>	[lait]	v. i.	<i>long</i>	[lɔŋ]	v. r.
<i>lighting</i>	[laitiŋ]	iluminación, alumbrado	<i>long ago</i>	[lɔŋ ə'gəu]	hace mucho
<i>lightning</i>	[laitniŋ]	relámpago	<i>long distan- ce call</i>	[lɔŋ 'distəns 'ko:l]	llamada de larga dis- tancia
<i>like</i>	[laik]	v. r.	<i>long since</i>	[lɔŋ 'sins]	hace mucho
<i>like</i>	[laik]	como, igual, semejante	<i>(a) long way off</i>	[ə 'lɔŋ 'wei of]	lejos, distante
<i>likewise</i>	[laik-waiz]	igualmente	<i>look</i>	[luk]	v. r.
<i>limbs</i>	[limz]	miembros (del cuerpo)	<i>look after</i>	[luk 'a:ftə(r)]	v. r.
			<i>look at</i>	[luk 'at/ət]	v. r.
			<i>look for</i>	[luk 'fo:(r)]	v. r.

<i>look forward to</i>	['luk 'fo:wəd tu]	ansiar, anhelar	<i>luck</i>	[lʌk]	suerte, fortuna
<i>look like</i>	['luk 'laik]	v. r.	<i>lucky</i>	['lʌki]	afortunado, dichoso
<i>look out of</i>	['luk 'aut əv]	mirar afuera	<i>lug</i>	[lʌg]	v. r.
<i>look up</i>	['luk 'ʌp]	v. r.	<i>luggage</i>	['lʌgɪdʒ]	equipaje
<i>look upward</i>	['luk 'ʌpwəd]	mirar hacia arriba	<i>lump</i>	[lʌmp]	bulto, masa
<i>looking-glass</i>	['lʊkɪŋɡlɑ:s]	espejo	<i>lunch</i>	[lʌntʃ]	comida, almuerzo
<i>loose</i>	[lu:s]	suelto, flojo	<i>lung</i>	[lʌŋ]	pulmón
<i>loosen</i>	['lu:sn]	v. r.	-- <i>ly</i>	[-li]	(sufijo)
<i>lord</i>	[lo:d]	señor, el Señor	<i>lying</i>	['laiɪŋ]	tendido, echado
<i>Lord Mayor</i>	['lo:d 'meə(r)]	alcalde de Londres	<i>lyrical</i>	['lɪrɪkəl]	lírico
<i>lorry</i>	[lori]	camión	— M —		
<i>lose</i>	[lu:z]	v. i.	<i>machine</i>	[mə'ʃi:n]	máquina
<i>loose one's breath</i>	['lu:z 'wʌnz 'breθ]	quedarse sin aliento	<i>machinery</i>	[mə'ʃi:nəri]	maquinaria
<i>loose one's temper</i>	['lu:s 'wʌnz 'tempə(r)]	encolerizarse	<i>mad</i>	[mad]	loco, demente
<i>lose one's way</i>	['lu:z 'wʌnz 'wei]	perderse	<i>madam</i>	['madən]	señora
<i>loss</i>	[los]	pérdida	<i>made of</i>	['meɪd əv]	hecho de
<i>lot</i>	[lot]	mucho, fortuna	<i>madly</i>	['madli]	locamente
<i>lots of</i>	['lots əv]	muchos, as, gran cantidad	<i>magazine</i>	[mægə'zi:n]	revista, almacén
<i>loud</i>	[laʊd]	recio, fuerte	<i>magic</i>	['mædʒɪk]	mágico
<i>loudspeaker</i>	['laʊd 'spi:kə(r)]	altavoz	<i>magician</i>	[mə'dʒɪʃən]	mago, hechicero
<i>love</i>	[lʌv]	v. r.	<i>magnet</i>	['mægnɪt]	imán
<i>love</i>	[lʌv]	amor	<i>magnetism</i>	['mægnɪtɪzəm]	magnetismo
<i>lovely</i>	['lʌvli]	hermoso, agradable	<i>magnificent</i>	[mæg'nɪfɪsnt]	magnífico, grandioso
<i>low</i>	[ləʊ]	bajo, malo	<i>magnitude</i>	['mægnɪtju:d]	magnitud, tamaño
<i>lower</i>	['ləʊə(r)]	v. r.	<i>maid</i>	[meɪd]	doncella, sirvienta
<i>low-heeled shoes</i>	['ləʊ 'hi:dl 'ʃu:z]	zapato de tacón bajo	<i>maid-servant</i>	['meɪd'sə:vənt]	sirvienta, criada
<i>loyal</i>	['loɪəl]	leal	<i>mail</i>	[meɪl]	correo, correspondencia
			<i>mail-box</i>	['meɪlbɒks]	buzón
			<i>main</i>	[meɪn]	principal
			<i>mainland</i>	['meɪnland]	continente, tierra firme
			<i>majesty</i>	['mædʒɪsti]	majestad

<i>majority</i>	[mə'dʒɔriti]	mayoría	<i>manuscript</i>	['manjuskript]	escrito, ma- nuscrito
<i>make</i>	[meik]	v. i.	<i>many</i>	['meni]	muchos, as
<i>make a</i>			<i>map</i>	[map]	mapa
<i>mistake</i>	['meik ə mis'teik]	equivocarse	<i>March</i>	[ma:tʃ]	marzo
<i>make fun of</i>	['meik 'fʌn əv]	reirse de	<i>march</i>	[ma:tʃ]	v. r., marcha
<i>make haste</i>	['meik 'heist]	darse prisa	<i>mare</i>	[mɛə(r)]	yegua
<i>make out</i>	['meik 'aut]	descifrar, comprender	<i>margin</i>	['ma:dʒin]	margen, orilla
<i>make sure</i>			<i>mark</i>	[ma:k]	v. r.
<i>that</i>	['meik 'ʃuə ðət]	asegurarse que	<i>mark</i>	[ma:k]	señal, marca
<i>make tea</i>	['meik 'ti:]	hacer té	<i>market</i>	['ma:kit]	mercado
<i>make up</i>			<i>marmalade</i>	['ma:məleɪd]	mermelada (naranja)
<i>one's</i>			<i>marriage</i>	['marɪdʒ]	matrimonio, boda
<i>mind</i>	['make 'ʌp 'wʌnz 'maɪnd]	decidirse	<i>married</i>	['marɪd]	casado
<i>male</i>	[meil]	varón, mascu- lino, macho	<i>marrow</i>	['marəu]	médula, tué- tano
<i>male-nurse</i>	['meil'nɜ:s]	enfermero	<i>marry</i>	['mari]	v. r.
<i>malleable</i>	['maliəbl]	maleable	<i>marsh-gas</i>	['ma:ʃgas]	metano
<i>mammal</i>	['maməl]	mamífero	<i>marvellous</i>	['ma:vɪləs]	maravilloso, asombroso
<i>man</i>	[man]	hombre	<i>masque</i>	[ma:sk]	máscara
<i>manage</i>	['manɪdʒ]	v. r.	<i>mass</i>	[mas]	masa, misa
<i>manage to</i>	['manɪdʒ tu]	componérse- las para, arreglarse	<i>master</i>	['ma:stə(r)]	amo, dueño
			<i>masterpiece</i>	['ma:stəpi:s]	obra maestra
			<i>match</i>	[matʃ]	partido, lucha
			<i>matches</i>	['matʃɪz]	fósforos
			<i>matchless</i>	['matʃlɪs]	incomparable, sin igual
<i>manage- ment</i>	['manɪdʒmənt]	manejo, gobierno, dirección	<i>mate</i>	[meɪt]	compañero, camarada
<i>manager</i>	['manɪdʒə(r)]	gerente, ad- ministrador	<i>material</i>	[mə'tiəriəl]	material, género
<i>manganese</i>	[maŋgə'ni:z]	manganeso	<i>matter</i>	['matə(r)]	v. r.
<i>manner</i>	['manə(r)]	manera, modo	<i>matter</i>	['matə(r)]	materia, asunto
<i>manners</i>	['manəz]	modales	<i>May</i>	[meɪ]	mayo
<i>mansion</i>	['manʃən]	mansión, residencia	<i>may</i>	[meɪ]	v. i. defectivo
			<i>mayn't</i>	[meɪnt]	<i>may not</i>
<i>manufac- ture</i>	[manju- 'faktʃə(r)]	industria ma- nufactura	<i>maze</i>	[meɪz]	laberinto, enredo
<i>manufactur- ing</i>	[manju- 'faktʃəriŋ]	fábril, indus- trial	<i>me</i>	[mi:]	ob. de <i>I</i>
			<i>me too</i>	[mi:'tu:]	yo también
			<i>meadow</i>	['medəu]	prado, pra- dera
			<i>meal</i>	[mi:l]	comida
			<i>mean</i>	[mi:n]	v. i.

<i>mean to do</i>	['mi:n tu 'du:]	querer hacer	<i>merry</i>	['meri]	alegre, jovial
<i>meaning</i>	['mi:nɪŋ]	significado	<i>message</i>	['mesɪdʒ]	mensaje, recado
<i>meantime</i>	['mi:n'taim]	mientras tanto	<i>metal</i>	['metl]	metal
<i>meanwhile</i>	['mi:n'wail]	mientras tanto	<i>meteor</i>	['mi:tjə(r)]	meteoro
<i>meant for</i>	['ment fo:(r)]	ideado, hecho para	<i>meteorite</i>	['mi:tjərait]	meteorito
<i>measure</i>	['meʒə(r)]	medida	<i>method</i>	['meθəd]	método
<i>measure</i>	['meʒə(r)]	v. r.	<i>metre</i>	['mi:tə(r)]	metro
<i>measure-</i>			<i>mice</i>	['mais]	ratones
<i>ments</i>	['meʒəmənts]	medidas	<i>microbe</i>	['maɪkrəub]	microbio
<i>meat</i>	[mi:t]	carne	<i>microscope</i>	['maɪkrəskəʊp]	microscopio
<i>mechanic</i>	[mi'kanɪk]	mecánico	<i>middle</i>	['mɪdl]	centro, medio
<i>medical</i>	['medɪkəl]	médico (a.)	<i>midnight</i>	['mɪdnait]	medianoche
<i>medicine</i>	['medsɪn]	medicina	<i>midst</i>	['mɪdst]	medio, centro
<i>Mediterra-</i>			<i>might</i>	['maɪt]	de <i>may</i>
<i>nean</i>	[medɪtə- 'reɪnjən]	Mediterráneo	<i>mightn't</i>	['maɪntnt]	<i>might not</i>
<i>meet</i>	[mi:t]	v. i.	<i>mile</i>	['maɪl]	milla
<i>meeting</i>	['mi:tiŋ]	reunión, en- trevista	<i>milk</i>	['mɪlk]	leche
<i>melancholy</i>	['melənkəli]	melancolía	<i>milk</i>	['mɪlk]	v. r.
<i>melon</i>	['melən]	melón	<i>milky way</i>	['mɪlki 'wei]	vía láctea
<i>melt</i>	[melt]	v. r.	<i>mill</i>	['mɪl]	molino
<i>member</i>	['membə(r)]	miembro, socio	<i>million</i>	['mɪljən]	millón
<i>memorable</i>	['memərəbl]	memorable	<i>mind</i>	['maɪnd]	inteligencia, mente
<i>memory</i>	['meməri]	memoria	<i>mind</i>	['maɪnd]	v. r.
<i>men</i>	[men]	hombres	<i>mine</i>	['maɪn]	mina
<i>menace</i>	['menəs]	amenaza	<i>mine</i>	['maɪn]	p. pos.
<i>mend</i>	[mend]	v. r.	<i>miner</i>	['maɪnə(r)]	minero
<i>menial</i>	['mi:njəl]	doméstico, servil	<i>mingled</i>	['mɪŋɡld]	mezclado
<i>mention</i>	['menʃən]	v. r.	<i>minister</i>	['mɪnɪstə(r)]	ministro
<i>mentioned</i>			<i>minstrel</i>	['mɪnstrel]	trovador
<i>above</i>	['menʃənd ə'baʊ]	antes citado	<i>mint</i>	['mɪnt]	casa de la moneda
<i>merchant</i>	['mɑ:tʃənt]	traficante, mercader	<i>minus</i>	['maɪnəs]	menos, falto de, sin
<i>merchant</i>			<i>minute</i>	['mɪnɪt]	minuto
<i>ship</i>	['mɑ:tʃəntʃɪp]	buque mer- cante	<i>minute</i>	['maɪ'nju:t]	diminuto
<i>merciful</i>	['mɑ:sɪfʊl]	compasivo, clemente	<i>miracle</i>	['mɪrəkl]	milagro
<i>mercury</i>	['mɑ:kjʊri]	mercurio	<i>mire</i>	['maɪə(r)]	cieno, lodo, fango
<i>mercy</i>	['mɑ:si]	misericordia, compasión	<i>mirror</i>	['mɪrə(r)]	espejo
<i>mere</i>	[miə(r)]	mero, simple	<i>mischievous</i>	['mɪs-tʃɪvəs]	malicioso, perverso
<i>merely</i>	['miəli]	meramente	<i>misdeed</i>	['mɪs'di:d]	fechoría, delito
<i>merrily</i>	['merɪli]	alegremente	<i>miser</i>	['maɪzə(r)]	avaro, tacaño
			<i>misfortune</i>	['mɪs'fɔ:tʃən]	desgracia, desventura
			<i>mismanage</i>	['mɪs'manɪdʒ]	v. r.

<i>miss</i>	[mis]	v. r.	<i>mop</i>	[mop]	mechón
<i>miss</i>	[mis]	señorita	<i>more</i>	[mo:(r)]	más
<i>missing</i>	['misiŋ]	ausente, que falta	<i>more and more</i>	['mo:r and 'mo:(r)]	más y más
<i>mission</i>	['mi:fən]	misión	<i>morning</i>	['mo:nɪŋ]	mañana (n.)
<i>missionary</i>	['mi:fənəri]	misionero	<i>most</i>	[məust]	de <i>much</i>
<i>misspelling</i>	['mis'speliŋ]	falta de orto- grafía	<i>most</i>	[məust]	la mayoría, la mayor parte
<i>mist</i>	[mist]	niebla, neblina	<i>mother</i>	['mʌðə(r)]	madre
<i>mistake</i>	[mis'teik]	v. r.	<i>motion</i>	['məʊʃən]	movimiento, moción
<i>mistake</i>	[mis'teik]	error, equivo- cación	<i>motor-car</i>	['məʊtəka:(r)]	automóvil
<i>mistaken</i>	[mis'teikən]	equivocado, erróneo	<i>motorist</i>	['məʊtərist]	motorista
<i>mister</i>	['mistə(r)]	señor	<i>mould</i>	[məuld]	molde
<i>mistress</i>	['mistris]	señora, ama	<i>mount</i>	[maunt]	v. r.
<i>misty</i>	['misti]	brumoso, con niebla	<i>mount</i>	[maunt]	monte
<i>mix</i>	[miks]	v. r.	<i>mountain</i>	['mauntin]	montaña
<i>mixed up</i>	['mɪkst 'ʌp]	mezclado	<i>mouse</i>	[maʊs]	ratón
<i>mixture</i>	['mɪkstʃə(r)]	mezcla	<i>mouth</i>	[maʊθ]	boca, entrada
<i>moan</i>	[məʊn]	v. r.	<i>move</i>	[mu:v]	v. r.
<i>moan</i>	[məʊn]	lamento, gemido	<i>movement</i>	['mu:vmənt]	movimiento
<i>mob</i>	[mob]	turba	<i>movies</i>	['mu:vis]	cine
<i>modern</i>	['modən]	moderno	<i>Mr.</i>	['mistə(r)]	de <i>mister</i>
<i>modesty</i>	['modisti]	modestia, hu- mildad	<i>Mrs.</i>	['misiz]	de <i>mistress</i>
<i>moisture</i>	['moɪstʃə(r)]	humedad	<i>much</i>	[matʃ]	mucho
<i>molar</i>	['məʊlə(r)]	molar	<i>mud</i>	[mʌd]	barro, lodo
<i>molecule</i>	['mɒlɪkjʊ:l]	molécula, partícula	<i>muddy</i>	['mʌdi]	fangoso, barroso
<i>molten</i>	['məʊltən]	fundido (de metal	<i>mule</i>	[mju:l]	mula
<i>moment</i>	['məʊmənt]	momento	<i>multitude</i>	['mʌltɪtju:d]	multitud, gentío
<i>monarch</i>	['monək]	monarca	<i>mummy</i>	['mʌmi]	mamá
<i>Monday</i>	['mʌndi]	lunes	<i>municipal</i>	[mju'nɪsɪpəl]	municipal
<i>money</i>	['mʌni]	dinero	<i>munificence</i>	[mju'nɪfɪsɪns]	generosidad, munificen- cia
<i>monkey</i>	['mʌŋki]	mono	<i>murder</i>	['mə:də(r)]	v. r.
<i>monk</i>	[mʌŋk]	monje, fraile	<i>murder</i>	['mə:də(r)]	asesinato
<i>month</i>	[mʌnθ]	mes	<i>murderous</i>	['mə:dərəs]	asesino, san- guinario (a.)
<i>monument</i>	['mɒnjumənt]	monumento	<i>murmur</i>	['mə:mə(r)]	murmullo, rumor
<i>mood</i>	[mu:d]	humor, talante	<i>muscle</i>	['mʌsl]	músculo
<i>moon</i>	[mu:n]	luna	<i>museum</i>	[mju:'ziəm]	museo
<i>Moor</i>	[muə(r)]	moro, árabe	<i>music</i>	['mju:zɪk]	músico
<i>moorish</i>	['muəriʃ]	morisco, pantanos	<i>musical</i>	['mju:zɪkəl]	musical
			<i>musician</i>	[mju:'zi:fən]	músico

<i>must</i>	[mʌst/məst /məs]	v. i. defectivo	<i>need</i>	[ni:d]	v. r.
<i>mustn't</i>	[ˈmʌsnt]	<i>must not</i>	<i>need</i>	[ni:d]	necesidad
<i>mutation</i>	[mjuˈteiʃən]	variación, cambio	<i>needle</i>	[ˈni:dl]	aguja
<i>my</i>	[mai]	mi, mis	<i>needlessly</i>	[ˈni:dlisli]	inútilmente
<i>myself</i>	[maiˈself]	me (yo) mismo)	<i>ne'er</i>	[neə(r)]	de <i>never</i>
<i>mystery</i>	[ˈmisteri]	misterio	<i>negative</i>	[ˈnegətiv]	negativo
<i>mysterious</i>	[misˈtiəriəs]	misterioso	<i>negatively</i>	[ˈnegətivli]	negativamente
	— N —		<i>neglect</i>	[niˈglekt]	v. r.
			<i>negotiations</i>	[nigəʊʃi- ˈeiʃənz]	negociaciones
<i>nail</i>	[neil]	uña, clavo	<i>neighbour</i>	[ˈneibə(r)]	vecino
<i>naked</i>	[ˈneikid]	desnudo, pe- lado	<i>neighbour- hood</i>	[ˈneibəhud]	vecindad, vecindario
<i>name</i>	[neim]	nombre	<i>neighbour- ing</i>	[ˈneibəriŋ]	vecino (a.)
<i>name</i>	[neim]	v. r.	<i>neither</i>	[ˈnaiðə(r)]	ni uno ni otro
<i>named after</i>	[ˈneimd ˈa:ftə(r)]	llamado se- gún	<i>nephew</i>	[ˈnevju]	sobrino
<i>narrative</i>	[ˈnarətiv]	narrativo	<i>nerve</i>	[nə:v]	nervio
<i>narrow</i>	[ˈnarəu]	estrecho, angosto	<i>nervous</i>	[ˈnə:vəs]	nervioso
<i>nasty</i>	[ˈna:sti]	desagradable	— <i>ness</i>	[-nis]	(sufijo)
<i>nation</i>	[ˈneifən]	nación	<i>nest</i>	[nest]	nido
<i>national</i>	[ˈnəʃənəl]	nacional	<i>net</i>	[net]	red, malla
<i>National</i>			<i>neutral</i>	[ˈnju:trəl]	neutral, indi- ferente
<i>Anthem</i>	[ˈnəʃənəl ˈænθəm]	Himno Na- cional	<i>neutraliza- tion</i>	[nj:trəlai- ˈzeifən]	neutralización
<i>native</i>	[ˈneitiv]	nativo, indí- gena	<i>never</i>	[ˈnevə(r)]	nunca, jamás
<i>nativity</i>	[nəˈtɪviti]	nacimiento, natividad	<i>never mind!</i>	[ˈnevəˈmaɪnd!]	no importa
<i>naturally</i>	[ˈnatʃərəli]	naturalmente	<i>nevertheless</i>	[ˈnevəðəˈles]	no obstante, sin embargo
<i>nature</i>	[ˈneɪtʃə(r)]	naturaleza	<i>new</i>	[nju:]	nuevo
<i>naughty</i>	[ˈno:ti]	discolo, desobediente	<i>new-born</i>	[ˈnju:bɔ:n]	recién nacido
<i>naval</i>	[ˈneivəl]	naval	<i>new-comer</i>	[ˈnju:ˈkʌmə(r)]	recién llegado
<i>navigator</i>	[ˈnavigeɪtə(r)]	navegante, marino	<i>newly- married</i>	[ˈnju:liˈmarɪd]	recién casado
<i>near</i>	[niə(r)]	cerca, cerca de	<i>news</i>	[nju:z]	noticias, nuevas
<i>nearby</i>	[ˈniəbaɪ]	cercano	<i>newspaper</i>	[ˈnju:speɪpə(r)]	periódico
<i>nearly</i>	[ˈniəli]	casi, aproxi- madamente	<i>New York</i>	[ˈnju:ˈjɔ:k]	Nueva York
<i>necessary</i>	[ˈnesəsəri]	necesario	<i>next</i>	[nekst]	próximo, siguiente
<i>neck</i>	[nek]	cuello	<i>next door</i>	[ˈnekstˈdo:]	la puerta contigua
			<i>next to</i>	[ˈnekst tə]	junto, al lado de
			<i>nice</i>	[nais]	agradable, lindo



<i>nicely</i>	[ˈnaɪsli]	delicada- mente	<i>nowhere</i>	[ˈnəʊweə(r)]	en ninguna parte
<i>niece</i>	[ni:s]	sobrina	<i>nuisance</i>	[ˈnju:sns]	incomodidad, molestia, estorbo
<i>night</i>	[nait]	noche			
<i>night-dress</i>	[ˈnaɪtdres]	camisón	<i>number</i>	[ˈnʌmbə(r)]	número
<i>Nile</i>	[nail]	el Nilo	<i>nun</i>	[nʌn]	monja
<i>nine</i>	[nain]	nueve	<i>nurse</i>	[nɜ:s]	enfermera
<i>nineteen</i>	[ˈnaɪnˈti:n]	diecinueve	<i>nut</i>	[nʌt]	tuerca, nuez
<i>ninety</i>	[ˈnaɪnti]	noventa	<i>nuthatch</i>	[ˈnʌθʌtʃ]	picamadero, pájaro car- pintero
<i>no</i>	[nəʊ]	<i>not a</i> no			
<i>no</i>	[nəʊ]	sin duda			
<i>no doubt</i>	[ˈnəʊ ˈdaʊt]	noble, ilustre			
<i>noble</i>	[ˈnəʊbl]	noble (n.)			
<i>nobleman</i>	[ˈnəʊblmən]	nadie			
<i>nobody</i>	[ˈnəʊbədi]	v. r.			
<i>nod</i>	[nod]	ruido	<i>oath</i>	[əʊθ]	juramento
<i>noise</i>	[noɪz]	ruidoso	<i>obey</i>	[əˈbeɪ]	v. r.
<i>noisy</i>	[ˈnoɪzi]	ninguno, a, nada	<i>object</i>	[ˈɒbdʒɪkt]	objeto
<i>none</i>	[nʌn]	absurdo, disparate	<i>object</i>	[ɒbˈdʒekt]	v. r.
<i>nonsense</i>	[ˈnɒnsəns]	rincón, escondrijo	<i>obliquely</i>	[əˈbli:kli]	oblicuamente
<i>nook</i>	[nʊk]	mediodía	<i>obliterate</i>	[əˈblɪtəreɪt]	v. r.
<i>noon</i>	[nu:n]	nadie, nin- guno	<i>observant</i>	[əbˈzə:vənt]	observante, obediente
<i>no one</i>	[ˈnəʊwʌn]	norte	<i>observe</i>	[əbˈzə:v]	v. r.
<i>north</i>	[no:θ]	septentrional	<i>obtain</i>	[əbˈteɪn]	v. r.
<i>northern</i>	[ˈno:ðən]	Noruega	<i>obstinately</i>	[ˈɒbstɪnɪtli]	obstinada- mente
<i>Norway</i>	[ˈno:wei]	nariz	<i>occasion</i>	[əˈkeɪʒən]	ocasión
<i>nose</i>	[nəʊz]	no	<i>occupation</i>	[ɒkjuˈpeɪʃən]	ocupación
<i>not</i>	[nɒt]	nota, apunte	<i>occupy</i>	[ˈɒkjʊpaɪ]	v. r.
<i>note</i>	[nəʊt]	libreta	<i>occur</i>	[əˈkɜ:(r)]	v. r.
<i>note-book</i>	[ˈnəʊtbʊk]	no sólo	<i>ocean</i>	[ˈəʊʃən]	océano
<i>not only</i>	[ˈnɒt ˈəʊnli]	nada	<i>o'clock</i>	[əˈklɒk]	(de el reloj)
<i>nothing</i>	[ˈnʌθɪŋ]	anuncio, aviso	<i>October</i>	[ɒkˈtəʊbə(r)]	octubre
<i>notice</i>	[ˈnəʊtɪs]	v. r.	<i>octopus</i>	[ˈɒktəpəs]	pulpo, octó- podo
<i>notice</i>	[ˈnəʊtɪs]	no obstante	<i>odd</i>	[ɒd]	raro, extraño
<i>notwith- standing</i>	[ˈnɒtwɪθ- ˈstændɪŋ]	nombre	<i>o'er</i>	[ˈəʊə(r)]	de <i>over</i>
<i>noun</i>	[naʊn]	nutritivo	<i>of</i>	[ɒv/əv]	de
<i>nourishing</i>	[ˈnʌrɪʃɪŋ]	novela	<i>of course</i>	[əvˈkɜ:s]	por supuesto
<i>novel</i>	[ˈnɒvəl]	novelista	<i>of itself</i>	[əv ɪtˈself]	de ello mismo
<i>novelist</i>	[ˈnɒvəlɪst]	noviembre	<i>off</i>	[ɒf]	lejos, distante
<i>November</i>	[ˈnəʊvembə(r)]	ahora	<i>offend</i>	[əˈfend]	v. r.
<i>now</i>	[naʊ]	bien ... así	<i>offer</i>	[ˈɒfə(r)]	v. r.
<i>now!</i>	[naʊ!]	ahora que	<i>office</i>	[ˈɒfɪs]	oficio, ocupa- ción
<i>now that</i>	[ˈnaʊ ðæt]		<i>office</i>	[ˈɒfɪs]	oficina
			<i>officer</i>	[ˈɒfɪsə(r)]	oficial, fun- cionario

— O —

<i>official</i>	[ə'fiʃəl]	oficial (a.)	<i>open air</i>		
<i>oft</i>	[o:ft]	frecuente, a menudo	<i>restau- rant</i>	[ʔəupən ɛə 'restərə:ŋ]	restaurante al aire libre
<i>often</i>	[ʔofən]	frecuente- mente	<i>open</i>		
<i>oh!</i>	[əu!]	¡oh!	<i>country</i>	[ʔəupən 'kʌntri]	campo abierto
<i>oh dear!</i>	[ʔəu 'diə(r)]	¡Dios mío!			
<i>oil</i>	[oil]	aceite, petró- leo	<i>open hearth</i>	[ʔəupən 'ha:θ]	fogón abierto
<i>old</i>	[əuld]	viejo	<i>opening</i>	[ʔəupənɪŋ]	abertura, entrada
<i>old- fashioned</i>	[ʔəuld'fəʃənd]	anticuado	<i>operate</i>	[ʔopəreit]	v. r.
<i>olive</i>	[ʔoliv]	oliva, acei- tuna	<i>operation</i>	[opə'reiʃən]	operación
<i>omelette</i>	[ʔomlit]	tortilla	<i>opinion</i>	[ə'pinjən]	opinión
<i>on</i>	[on]	en, sobre	<i>opportunity</i>	[opə'tju:niti]	oportunidad
<i>on and on</i>	[ʔon ənd 'on]	continua- mente	<i>oppose</i>	[ə'pəuz]	v. r.
<i>on board</i>	[ʔon 'bo:d]	a bordo	<i>opposite</i>	[ʔopəzit]	opuesto, contrario
<i>on condi- tion that</i>	[ʔon kən'diʃən ðət]	con la condi- ción de que	<i>opulence</i>	[ʔopjuləns]	opulencia, riqueza
<i>on fire</i>	[on 'faie(r)]	ardiendo, en llamas	<i>or</i>	[o:(r)]	o (conjun- ción)
<i>on foot</i>	[on 'fut]	a pie	<i>orange</i>	[ʔorindʒ]	naranja
<i>on horse- back</i>	[on 'ho:sbak]	a caballo	<i>orange- juice</i>	[ʔorindʒdʒu:s]	jugo de naranja
<i>on purpose</i>	[on 'pə:pəs]	expresamente, adrede	<i>orange-tree</i>	[ʔorindʒtri:]	naranjo
<i>on the left</i>	[on ðə 'left]	a la izquierda	<i>order</i>	[ʔo:də(r)]	v. r.
<i>on the phone</i>	[on ðə 'fəun]	al teléfono	<i>order</i>	[ʔo:də(r)]	orden, man- dato
<i>on the other hand</i>	[on ði 'ʌðəhand]	por otro lado	<i>ordinary</i>	[ʔo:di:nəri]	ordinario, común
<i>on the right</i>	[on ðə 'rait]	a la derecha	<i>originality</i>	[əridʒi'naliti]	originalidad
<i>once</i>	[wʌns]	una vez	<i>originate</i>	[ə'ridʒineit]	v. r.
<i>one</i>	[wʌn]	uno	<i>ornament</i>	[ʔo:nəment]	ornamento
<i>one another</i>	[ʔwʌn ə'nʌðə(r)]	se (uno a otro)	<i>orphan</i>	[ʔo:fən]	huérfano
<i>one by one</i>	[ʔwʌn bai 'wʌn]	uno a uno	<i>other</i>	[ʔʌðə(r)]	otro
<i>only</i>	[ʔəunli]	sólo, sola- mente	<i>ought</i>	[o:t]	v. i. defectivo
<i>onto</i>	[ʔontu]	on to = sobre	<i>oughtn't</i>	[ʔo:tənt]	ought not
<i>open</i>	[ʔəupən]	v. r.	<i>our</i>	[ʔauə(r)]	nuestro, a,
<i>open</i>	[ʔəupən]	abierto	<i>ours</i>	[ʔauəz]	p. pos.
			<i>ourselves</i>	[auə'selvz]	nos (yo mis- mo)
			<i>ourselves</i>	[auə'selvz]	nos (nosotros mismos)
			<i>out</i>	[aut]	fuera, afuera
			<i>out of sight</i>	[ʔaut əv 'sait]	fuera de la vista

<i>outdo</i>	[aʊt'du:]	v. i.	<i>pain</i>	[peɪn]	dolor, pena
<i>outdoors</i>	[ʔaut'do:z]	externo, fuera de la casa	<i>painful</i>	[ˈpeɪnfʊl]	doloroso
<i>outer</i>	[ʔautə(r)]	exterior, externo	<i>painfully</i>	[ˈpeɪnfʊli]	dolorosamente
<i>outermost</i>	[ʔautəməʊst]	(el) más distante	<i>paint</i>	[peɪnt]	v. r.
<i>outlined</i>	[ʔaut-laind]	perfilado, esbozado	<i>paint</i>	[peɪnt]	pintura
<i>outnumber</i>	[aʊt'nʌmbə(r)]	v. r.	<i>painter</i>	[ˈpeɪntə(r)]	pintor
<i>output</i>	[ʔaʊtpʊt]	producción	<i>painting</i>	[ˈpeɪntɪŋ]	pintura, cuadro
<i>outside</i>	[ʔaut'saɪd]	exterior, de afuera	<i>pair</i>	[peə(r)]	par, pareja
<i>outstanding</i>	[ʔaʊtstaɪndɪŋ]	prominente	<i>palace</i>	[ˈpælɪs]	palacio
<i>oven</i>	[ʔʌvən]	horno	<i>pale</i>	[peɪl]	pálido
<i>over</i>	[ʔəʊvə(r)]	sobre, encima	<i>pamphleteer</i>	[pʌmfli'tiə(r)]	folletista, panfletista
<i>overacted</i>	[ʔəʊvər'aktɪd]	exagerado	<i>pantheon</i>	[pʌn'θi:ən]	panteón
<i>overall fee</i>	[ʔəʊvəro:l fi:]	honorarios totales	<i>paper</i>	[ˈpeɪpə(r)]	papel
<i>overboard</i>	[ʔəʊvəbo:d]	al mar, al agua	<i>paper</i>	[ˈpeɪpə(r)]	v. r.
<i>overcoat</i>	[ʔəʊvəkəʊt]	abrigo, gabán	<i>paragraph</i>	[ˈpærəgrɑ:f]	párrafo
<i>overcome</i>	[ʔəʊvə'kʌm]	v. i.	<i>Paraguay</i>	[ˈpærəɡwai]	Paraguay
<i>overlook</i>	[ʔəʊvə'lʊk]	v. r.	<i>parallel</i>	[ˈpærəleɪ]	paralelo
<i>overpower</i>	[ʔəʊvə'pauə(r)]	v. r.	<i>paralysis</i>	[pə'rælɪsɪs]	parálisis
<i>over there</i>	[ʔəʊvə'ðeə(r)]	por ahí	<i>parcel</i>	[ˈpɑ:sl]	paquete, bulto
<i>owe</i>	[əʊ]	v. r.	<i>pardon</i>	[ˈpɑ:dn]	v. r.
<i>owing to</i>	[ʔəʊɪŋ tu]	debido a	<i>pardon</i>	[ˈpɑ:dn]	perdón
<i>own</i>	[əʊn]	v. r.	<i>pare</i>	[peə(r)]	v. r.
<i>ox</i>	[ɒks]	buey	<i>parent</i>	[ˈpeərənt]	padre o madre
<i>ox-cheek</i>	[ˈɒkstʃi:k]	quijada de buey	<i>parents</i>	[ˈpeərənts]	padre y madre
<i>oxidation</i>	[ɒksɪ'deɪʃən]	oxidación	<i>Paris</i>	[ˈpærɪs]	París
<i>oxihaemoglobin</i>	[ɒksɪ'hi:məu-'gləʊbɪn]	oxihemoglobina	<i>park</i>	[pɑ:k]	parque
<i>oxygen</i>	[ˈɒksɪdʒən]	oxígeno	<i>park</i>	[pɑ:k]	v. r.
<i>ozone</i>	[ʔəʊzəʊn]	ozono	<i>parishioner</i>	[pə'riʃənə(r)]	feligrés, parroquiano
— P —			<i>parrot</i>	[ˈpærət]	loro
<i>packed</i>	[pakt]	atestado, apretado	<i>part</i>	[pɑ:t]	v. r.
<i>packet</i>	[ˈpækɪt]	paquete	<i>part</i>	[pɑ:t]	parte
<i>pack horse</i>	[ˈpækho:s]	caballo de carga	<i>partake</i>	[pɑ:'teɪk]	v. i.
<i>pack up</i>	[ˈpæk 'ʌp]	v. r.	<i>particular</i>	[pə'tɪkjʊlə(r)]	exigente, particular
<i>page</i>	[peɪdʒ]	página	<i>partnership</i>	[ˈpɑ:tnəʃɪp]	asociación, sociedad
			<i>party</i>	[ˈpɑ:ti]	reunión, fiesta
			<i>pass</i>	[pɑ:s]	v. r.
			<i>pass one's examination</i>	[ˈpɑ:s 'wʌnzɪɡzami-'neɪʃən]	aprobar

<i>passage</i>	['pasidʒ]	galería, pasaje, transcurso	<i>pen</i>	[pen]	v. r.
<i>passenger</i>	['pasindʒə(r)]	pasajero	<i>pence</i>	[pens]	peniques
<i>passionately</i>	['paʃənɪtli]	apasionadamente	<i>pencil</i>	['pensl]	lápiz
<i>passport</i>	['pa:s-po:t]	pasaporte	<i>pencil-box</i>	['penslboks]	caja de lápices
<i>past</i>	[pa:st]	pasado	<i>pencil-sharpener</i>	['pensl- 'ʃa:pə(r)]	sacapuntas
<i>paste</i>	[peɪst]	pasta	<i>pendulum</i>	['pendjuləm]	péndulo
<i>pastry</i>	['peɪstri]	pastelería, pasteles	<i>penetrate</i>	['penitreɪt]	v. r.
<i>Patagonia</i>	[patə'gəʊnɪə]	Patagonia	<i>pennon</i>	['penən]	estandarte, bandera
<i>patch</i>	[patʃ]	mancha	<i>penny</i>	['peni]	penique
<i>path</i>	[pa:θ]	senda, vereda	<i>pennyworth</i>	['peniwəθ]	del valor de un penique
<i>pathos</i>	['peɪθəs]	sentimiento, ternura	<i>people</i>	['pi:pl]	gente, personas
<i>patience</i>	['peɪʃəns]	paciencia	<i>pepper</i>	['pepə(r)]	pimienta, ají
<i>patient</i>	['peɪʃənt]	paciente, enfermo	<i>peppermint</i>	['pepəmɪnt]	menta
<i>patiently</i>	['peɪʃəntli]	pacientemente	<i>per cent</i>	[pə'sent]	por ciento
<i>patriarchal</i>	[peɪtri'a:kəl]	patriarca	<i>perfect</i>	['pə:fɪkt]	perfecto
<i>patriot</i>	['peɪtriət]	patriota	<i>perfectly</i>	['pə:fɪktli]	perfectamente
<i>pattern</i>	['patən]	modelo, muestra	<i>perform</i>	[pə'fo:m]	v. r.
<i>pause</i>	[po:z]	pausa	<i>performance</i>	[pə'fo:məns]	función, ejecución, representación
<i>paw</i>	[po:]	garra, zarpa	<i>perfume</i>	[pə:'fju:m]	perfume
<i>pay</i>	[pei]	v. i.	<i>perhaps</i>	[pə'haps]	quizá
<i>pay attention</i>	['pei ə'tenʃən]	prestar atención	<i>perilous</i>	['perɪləs]	peligroso
<i>pea</i>	[pi:]	guisante, chícharo	<i>period</i>	['piəriəd]	período
<i>peace</i>	[pi:s]	paz	<i>periodical</i>	[piəri'odɪkəl]	revista, publicación
<i>peaceable</i>	['pi:səbl]	apacible, pacífico	<i>perish</i>	['pəriʃ]	v. r.
<i>peacock</i>	['pi:kək]	pavo real	<i>permanence</i>	['pə:mənəns]	permanencia
<i>peak</i>	[pi:k]	pico, cumbre	<i>permit</i>	['pə:mit]	v. r.
<i>peanut</i>	['pi:-nʌt]	cacahuete, maní	<i>perplexed</i>	[pə'plekst]	perplejo, confuso
<i>pear</i>	[pɛə(r)]	pera	<i>person</i>	['pə:sn]	persona
<i>pearl</i>	[pɜ:l]	perla	<i>personal</i>	['pə:snəl]	personal
<i>peck</i>	[pek]	<sup>2</sup> / <sub>4</sub> de bushel	<i>persuade</i>	[pə'sweɪd]	v. r.
<i>peculiar</i>	[pi'kju:ljə(r)]	original, peculiar	<i>Peru</i>	[pə'ru:]	Perú
<i>peculiarity</i>	[pɪkju:li'arɪti]	peculiaridad	<i>Peruvian</i>	[pə'ru:vjən]	peruano
<i>peel</i>	[pi:l]	v. r.	<i>petrol</i>	['petrəl]	gasolina
<i>peer</i>	[piə(r)]	v. r.	<i>petroleum</i>	[pi'trəuliəm]	petróleo, bruto, crudos
<i>pelt</i>	[pelt]	v. r.	<i>petticoat</i>	['petɪkəʊt]	saya, faldas
<i>pen</i>	[pen]	pluma	<i>phone</i>	[fəʊn]	teléfono

<i>phonograph</i>	['fəʊnəgrɑ:f]	fonógrafo	<i>piston</i>	['pɪstən]	pistón
<i>phosphorous</i>	['fɒsfərəs]	fosforoso	<i>pit</i>	[pɪt]	agujero, hueco
<i>photograph</i>	['fəʊtəgrɑ:f]	v. r.	<i>pitious</i>	['pɪtiəs]	lastimero
<i>photographer</i>	[fə'tɒgrəfə(r)]	fotógrafo	<i>pity</i>	['pɪti]	lástima, compasión
<i>physicals</i>	['fɪzɪkəls]	propiedades físicas	<i>place</i>	[pleɪs]	v. r.
<i>physical</i>	['fɪzɪkəl]	físico (a.)	<i>place</i>	[pleɪs]	lugar, sitio
<i>physics</i>	['fɪzɪks]	física (ciencia)	<i>plain</i>	[pleɪn]	sencillo, claro
<i>pianist</i>	['pjənɪst]	pianista	<i>plain</i>	[pleɪn]	llano, llanura
<i>piano</i>	['pjənəʊ]	piano	<i>plainly</i>	['pleɪnli]	sencillamente, claramente
<i>pick out</i>	['pɪk 'aʊt]	elegir, escoger	<i>plan</i>	[plæn]	v. r.
<i>pick to</i>			<i>plan</i>	[plæn]	plan, proyecto
<i>pieces</i>	['pɪk tu 'pi:sɪz]	desbaratar	<i>plane</i>	[pleɪn]	avión
<i>pick up</i>	['pɪk 'ʌp]	v. r.	<i>plant</i>	[plɑ:nt]	v. r.
<i>pickled</i>	['pɪkld]	escabechado, encurtido	<i>plant</i>	[plɑ:nt]	planta, instalación
<i>picture</i>	['pɪktʃə(r)]	cuadro, figura	<i>plash</i>	[plɑʃ]	v. r.
<i>pictures =</i>			<i>plasma</i>	['plɑzmə]	plasma
<i>movies</i>	['pɪktʃəz]	el cine	<i>plastic</i>	['plɑstɪk]	plástico, fácil de moldear
<i>pie</i>	[paɪ]	empanada, pastel	<i>plate</i>	[pleɪt]	plato
<i>piece</i>	[pi:s]	pieza, trozo	<i>plateau</i>	['plɑtəʊ]	meseta
<i>piece of</i>			<i>play</i>	[pleɪ]	v. r.
<i>chalk</i>	['pi:s əv 'tʃɔ:k]	trozo de tiza	<i>play</i>	[pleɪ]	comedia
<i>pierce</i>	[piəs]	v. r.	<i>play a trick</i>	['pleɪ ə 'trɪk]	engañar a alguien
<i>pig</i>	[pɪɡ]	pigote, cerdo	<i>play music</i>	['pleɪ 'mju:zɪk]	tocar música
<i>piglet</i>	['pɪɡlɪt]	cerdito, cochinito	<i>player</i>	['pleɪə(r)]	jugador
<i>pile</i>	[paɪl]	pila, montón	<i>paything</i>	['pleɪ-θɪŋ]	juguete
<i>pilgrim</i>	['pɪlgrɪm]	peregrino	<i>plead</i>	[pli:d]	v. r.
<i>pilgrimage</i>	['pɪlgrɪmɪdʒ]	peregrinación	<i>plead guilty</i>	['pli:d 'ɡɪlti]	confesarse culpable
<i>pill</i>	[pɪl]	píldora	<i>pleasant</i>	['plezənt]	agradable
<i>pillow-slip</i>	['pɪləʊ-slɪp]	funda de almohada	<i>please</i>	[pli:z!]	¡por favor!
<i>pilot</i>	['paɪlət]	piloto	<i>please</i>	[pli:z]	v. r.
<i>pin</i>	[pɪn]	alfiler	<i>pleased with</i>	['pli:zd wɪð]	satisfecho con
<i>pineapple</i>	['paɪnəpl]	piña	<i>pleasing</i>	['pli:zɪŋ]	placentero, grato
<i>pinned</i>	[pɪnd]	sujeto, fijo	<i>pleasure</i>	['pleʒə(r)]	placer, gusto
<i>pioneer</i>	[paɪə'niə(r)]	exporador, iniciador	<i>plenty</i>	['plenti]	abundancia, abundante
<i>pipe</i>	[paɪp]	pipa, tubo	<i>plough</i>	[plau]	v. r., arado (n.)
<i>piper</i>	['paɪpə(r)]	gaitero	<i>plunder</i>	['plʌndə(r)]	v. r.
<i>pistol</i>	['pɪstl]	pistola	<i>plunder</i>	['plʌndə(r)]	despojo, saqueo
			<i>plunge</i>	[plʌndʒ]	v. r.

<i>plunge</i>	[plʌndʒ]	zambullida, sumersión	<i>post office</i>	['pəʊst 'ofis]	oficina de correos
<i>plural</i>	['pluərəl]	plural	<i>postpone</i>	[pəʊst'pəʊn]	v. r.
<i>pocket</i>	['pokit]	bolsillo	<i>pot</i>	[pot]	pote, recipiente
<i>poem</i>	['pəʊɪm]	poema	<i>potato</i>	[pə'teɪtəʊ]	patata, papa
<i>poet</i>	['pəʊɪt]	poeta	<i>pouch</i>	[paʊtʃ]	bolsa
<i>poetry</i>	['pəʊetɪ]	poesía	<i>pounce</i>	[paʊns]	v. r.
<i>point</i>	[point]	punto, grado	<i>pound</i>	[paʊnd]	libra
<i>point</i>	[point]	v. r.	<i>pour</i>	[po:(r)]	v. r.
<i>pointer</i>	['pointə(r)]	indicador	<i>pour out the tea</i>	['po:r 'aut ðə 'ti:]	servir, echar el té
<i>poison</i>	['poɪzn]	veneno	<i>poverty</i>	['pɒvəti]	pobreza, misericordia
<i>poisonous</i>	['poɪznəs]	venenoso	<i>powder</i>	['paʊdə(r)]	polvos
<i>pole</i>	[pəʊl]	asta, palo largo	<i>power</i>	['paʊə(r)]	poder, fuerza
<i>police</i>	[pə'li:s]	(la) policía	<i>powerful</i>	['paʊəfʊl]	poderoso, eficaz
<i>policeman</i>	[pə'li:smən]	policía	<i>powerless</i>	['paʊəlis]	impotente
<i>policy</i>	['pɒlɪsi]	política	<i>practically</i>	['præktɪkəli]	prácticamente
<i>polish</i>	['pɒlɪʃ]	v. r.	<i>practice</i>	['præktɪs]	práctica
<i>polite</i>	[pə'laɪt]	cortés, atento	<i>practise</i>	['præktɪs]	v. r.
<i>politely</i>	[pə'laɪtli]	cortésmente	<i>pray</i>	[preɪ]	v. r.
<i>political</i>	[pə'litɪkəl]	político (a.)	<i>prayer</i>	['preɪə(r)]	oración, rezo
<i>politician</i>	[pɒli'tɪʃən]	político (n.)	<i>preacher</i>	['pri:tʃə(r)]	predicador
<i>politics</i>	['pɒlɪtɪks]	(la) política	<i>precious</i>	['preʃəs]	precioso
<i>pond</i>	[pɒnd]	estanque, laguna	<i>precipitous</i>	[pri'sɪpɪtəs]	escarpado, precipitoso
<i>ponder</i>	['pɒndə(r)]	v. r.	<i>preclude</i>	[pri'klu:d]	v. r.
<i>pony</i>	['pəʊni]	caballito, pony	<i>predict</i>	[pri'dɪkt]	v. r.
<i>poor</i>	[puə(r)]	pobre	<i>preface</i>	['prefɪs]	prefacio, prólogo
<i>pop out</i>	['pɒp 'aʊt]	v. r.	<i>prefer</i>	[pri'fə:(r)]	v. r.
<i>popular</i>	['pɒpjʊlə(r)]	popular	<i>preoccupy</i>	[pri'ɒkjʊpaɪ]	v. r.
<i>population</i>	[pɒpjʊ'leɪʃən]	población	<i>prepare</i>	[pri'preə(r)]	v. r.
<i>porcupine</i>	['pɒ:kjʊpɪn]	puerco espín	<i>preposition</i>	[prepə'zɪʃən]	preposición
<i>pork</i>	[pɒ:k]	carne de cerdo	<i>prescription</i>	[pris'krɪpʃən]	precepto, regla, receta
<i>porphyry</i>	['pɒ:fɪrɪ]	pórfido	<i>presence</i>	['preznəs]	presencia
<i>port</i>	[pɒ:t]	puerto	<i>present</i>	[pri'zent]	v. r.
<i>porter</i>	['pɒ:tə(r)]	maletero, mozo	<i>present</i>	['preznt]	regalo, presente
<i>portrait</i>	['pɒ:trɪt]	retrato	<i>presently</i>	['prezəntli]	más tarde, luego
<i>Portuguese</i>	[pɒ:tʃu'gi:z]	portugués	<i>preserve</i>	[pri'zə:v]	v. r.
<i>position</i>	[pə'zɪʃən]	empleo, ocupación	<i>president</i>	['prezɪdənt]	presidente
<i>possess</i>	[pə'zes]	v. r.	<i>press</i>	[pres]	v. r.
<i>possession</i>	[pə'zeʃən]	posesión			
<i>possessive</i>	[pə'zesɪv]	posesivo			
<i>post</i>	[pəʊst]	v. r.			
<i>post</i>	[pəʊst]	puesto, poste			
<i>post</i>	[pəʊst]	correo, posta			

<i>pressure</i>	[ˈpreʃə(r)]	presión	<i>production</i>	[prəˈdʌkʃən]	producción
<i>presumed</i>	[ˈpriːʒuːmd]	supuesto, sospechado	<i>profession</i>	[prəˈfeʃən]	profesión
<i>pretend</i>	[priˈtend]	v. r.	<i>professional</i>	[prəˈfeʃənl]	profesional
<i>prettily</i>	[ˈprɪtɪli]	lindamente	<i>profit</i>	[ˈprɒfɪt]	beneficio, ganancia
<i>pretty</i>	[ˈprɪti]	bonito, lindo	<i>profound</i>	[prəˈfaʊnd]	profundo, hondo
<i>prevailing</i>	[priˈveɪlɪŋ]	reinante, común	<i>profoundly</i>	[prəˈfaʊndli]	profunda- mente
<i>prevent</i>	[priˈvent]	v. r.	<i>programme</i>	[ˈpræɡrəm]	prospecto, programa
<i>previous</i>	[ˈpriːvjəs]	previo, anterior	<i>progress</i>	[prəˈɡres]	v. r.
<i>prey</i>	[preɪ]	presa	<i>progress</i>	[ˈprəʊɡres]	progreso
<i>price</i>	[praɪs]	precio	<i>project</i>	[ˈprɒdʒekt]	proyecto, plan
<i>prick</i>	[prɪk]	v. r.	<i>projection</i>	[prəˈdʒekʃən]	proyección, proyecto
<i>pride</i>	[praɪd]	orgullo, vanidad	<i>promise</i>	[ˈpromɪs]	v. r.
<i>priest</i>	[priːst]	cura, sacerdote	<i>promise</i>	[ˈpromɪs]	promesa
<i>prim</i>	[prɪm]	formal, grave	<i>promote</i>	[prəˈməʊt]	v. r.
<i>primary</i>	[ˈpraɪməri]	principal, primario	<i>pronoun</i>	[ˈprəʊnaʊn]	pronombre
<i>primitive</i>	[ˈprɪmɪtɪv]	primitivo, original	<i>pronuncia- tion</i>	[ˈprənʌnsi- ˈeɪʃən]	pronunciación
<i>prince</i>	[prɪns]	príncipe	<i>proof</i>	[pruːf]	prueba
<i>princess</i>	[prɪnˈses]	princesa	<i>propeller</i>	[prəˈpelə(r)]	hélice
<i>principal</i>	[ˈprɪnsəpəl]	principal, jefe	<i>proper</i>	[ˈprɒpə(r)]	propio
<i>print</i>	[prɪnt]	v. r.	<i>properly</i>	[ˈprɒpəli]	propiamente
<i>printer</i>	[ˈprɪntə(r)]	impresor	<i>property</i>	[ˈprɒpəti]	propiedad, bienes
<i>printing office</i>	[ˈprɪntɪŋˈofɪs]	imprenta, tipografía	<i>prophet</i>	[ˈprɒfɪt]	profeta
<i>priority</i>	[praɪˈɒrɪti]	prioridad	<i>propose</i>	[prəˈpəʊz]	v. r.
<i>prison</i>	[ˈprɪzən]	prisión	<i>proposition</i>	[prɒpəˈzɪʃən]	empresa, objetivo
<i>prisoner</i>	[ˈprɪzənə(r)]	prisionero	<i>prose</i>	[prəʊz]	prosa
<i>prize</i>	[praɪz]	premio	<i>prospect</i>	[ˈprɒspekt]	perspectiva
<i>probably</i>	[ˈprɒbəbli]	probable- mente	<i>prospective</i>	[prəsˈpektɪv]	venidero
<i>problem</i>	[ˈprɒbləm]	problema	<i>protect</i>	[prəˈtekt]	v. r.
<i>proboscis</i>	[prəˈbɒsɪs]	trompetilla, proboscide	<i>protein</i>	[ˈprəʊtiːn]	proteína
<i>proceed</i>	[prəˈsiːd]	v. r.	<i>protozoa</i>	[prəʊtəˈzəʊə]	protozarios
<i>process</i>	[ˈprəʊses]	procedi- miento, tratamiento	<i>proud</i>	[praʊd]	orgulloso
<i>proclaim</i>	[prəˈkleɪm]	v. r.	<i>proudly</i>	[ˈpraʊdli]	orgullosa- mente
<i>prod</i>	[prɒd]	v. r.	<i>prove</i>	[pruːv]	v. r.
<i>produce</i>	[prəˈdjuːs]	v. r.	<i>provide</i>	[prəˈvaɪd]	v. r.
<i>product</i>	[ˈprɒdəkt]	producto	<i>provider</i>	[prəˈvaɪdə(r)]	proveedor
			<i>province</i>	[ˈprɒvɪns]	competencia, incumbencia
			<i>psychiatrist</i>	[saɪˈkaɪ-ətrɪst]	siquiatra

<i>psychological</i>	[saikə'lodʒikəl]	sicológico
<i>"pub"</i>	[pʌb]	bar, fuente de soda
<i>public</i>	['pʌblik]	público, notorio
<i>public affairs</i>	['pʌblik ə'feəz]	negocios públicos
<i>public house</i>	['pʌblik'haus]	bar, taberna
<i>publication</i>	[pʌbli'keɪʃən]	publicación
<i>publish</i>	['pʌblɪʃ]	v. r.
<i>pudding</i>	['puɪdɪŋ]	puddín, salchicha
<i>puddling</i>	['pʌdlɪŋ]	pudelación, pudelaje
<i>pull</i>	[pul]	tirón, sacudida
<i>pull</i>	[pul]	v. r.
<i>pull down</i>	['pul 'daʊn]	v. r.
<i>pulpit</i>	['pʌlpɪt]	púlpito
<i>pulpy</i>	['pʌlpi]	pulpuso
<i>pump</i>	[pʌmp]	bomba
<i>pumping-engine</i>	['pʌmpɪŋ-'endʒɪn]	bomba de sacar agua a vapor
<i>punch</i>	[pʌntʃ]	v. r.
<i>punish</i>	['pʌnɪʃ]	v. r.
<i>punishment</i>	['pʌnɪʃmənt]	castigo
<i>puny</i>	['pju:nɪ]	trivial
<i>pupil</i>	['pju:pl]	alumno
<i>pure</i>	[pjʊə(r)]	puro
<i>purify</i>	['pjʊərɪfaɪ]	v. r.
<i>purpose</i>	['pə:pəs]	objeto, fin
<i>purse</i>	[pə:s]	bolso, portamonedas
<i>pursue</i>	[pə'sju]	v. r.
<i>pursuit</i>	[pə'sju:t]	persecución, caza, búsqueda, empeño
<i>pus</i>	[pas]	pus, materia
<i>push</i>	[puʃ]	v. r.
<i>puss</i>	[pus]	gatito, minino
<i>put</i>	[put]	v. i.

<i>put away</i>	['put ə'wei]	quitar, retirar
<i>put forward</i>	['put 'fo:wəd]	exponer, explicar
<i>put in, into</i>	['put 'ɪn/ɪntu]	meter
<i>put into the negative</i>	['put ɪntu ðə 'negətɪv]	póngase en negative
<i>put on</i>		
<i>clothes</i>	['put 'on 'kleʊðz]	vestirse, ponerse la ropa
<i>put out</i>	['put 'aʊt]	apagar
<i>put up</i>	['put 'ʌp]	instalar
<i>puzzle</i>	['pʌzl]	v. r.
<i>puzzled</i>	['pʌzld]	confundido, intrigado

— Q —

<i>quake</i>	[kweɪk]	v. r.
<i>qualification</i>	[kwɒlɪfɪ'keɪʃən]	calificación, requisito
<i>qualify</i>	['kwɒlɪfaɪ]	v. r.
<i>quality</i>	['kwɒlɪtɪ]	calidad
<i>quantity</i>	['kwɒntɪtɪ]	cantidad, suma
<i>quarrel with</i>	['kwɒrəl wɪð]	v. r.
<i>quarter</i>	['kwɒ:tə(r)]	cuarto, cuarta parte
<i>queen</i>	[kwi:n]	reina
<i>quest</i>	[kwɛst]	investigación, búsqueda
<i>question</i>	['kwestʃən]	pregunta
<i>question</i>	['kwestʃən]	v. r.
<i>quibble</i>	['kwɪbl]	v. r.
<i>quick</i>	[kwɪk]	rápido
<i>quicken</i>	['kwɪkən]	v. r.
<i>quickly</i>	['kwɪkli]	rápidamente, rápido
<i>quickness</i>	['kwɪknɪs]	prontitud, sagacidad
<i>quiet</i>	['kwaɪət]	callado, quieto
<i>quietly</i>	['kwaɪətli]	sin ruido, calladamente



<i>quill</i>	[kwil]	púa de puercu espín	<i>rank</i>	[raŋk]	rango, categoría, fila
<i>quite</i>	[kwait]	completamen- te, del todo	<i>ransom</i>	[ˈransəm]	v. r., rescate
<i>quite a lot</i>	[ˈkwait əˈlot]	bastante, mucho	<i>rapture</i>	[ˈraptʃə(r)]	éxtasis, pismo
<i>quiver</i>	[ˈkwivə(r)]	temblor	<i>rat</i>	[rat]	rata
			<i>rare</i>	[rɛə(r)]	raro, extra- ordinario
			<i>rarely</i>	[ˈrɛəli]	raramente, rara vez
			<i>rashness</i>	[ˈrafnis]	temeridad, irreflexión
			<i>raspberry</i>		
			<i>syrup</i>	[ˈra:zbəri ˈsirəp]	jarabe de frambuesa
<i>rabbit</i>	[ˈrabit]	conejo	<i>rate</i>	[reɪt]	cantidad, va- lor, porción
<i>rabies</i>	[ˈreɪbi:z]	rabia, hidrofobia	<i>rather</i>	[ˈra:ðə(r)]	un tanto, más bien
<i>race</i>	[reis]	raza, carrera	<i>ration</i>	[ˈrafən]	ración
<i>racing car</i>	[ˈreɪzɪŋka:(r)]	automóvil de carrera	<i>rattle off</i>	[ˈratl ˈɒf]	v. r.
<i>radiation</i>	[reɪdiˈeɪʃən]	radiación	<i>razor</i>	[ˈreɪzə(r)]	maquinilla de afeitar
<i>radio</i>	[ˈreɪdiəu]	radio (aparato)	<i>reach</i>	[ri:tʃ]	v. r.
<i>radio</i>			<i>react</i>	[riˈakt]	v. r.
<i>activity</i>	[ˈreɪdiəuak- ˈtɪvɪti]	radioactividad	<i>reactor</i>	[riˈaktə(r)]	reactor
<i>radium</i>	[ˈreɪdjəm]	radio (metal)	<i>read</i>	[ri:d]	v. i.
<i>rage</i>	[reɪdʒ]	v. r.	<i>reading</i>	[ˈri:diŋ]	lectura
<i>ragged</i>	[ˈragɪd]	andrajoso, harapiento	<i>ready</i>	[ˈredi]	listo, preparado
<i>rag-worm</i>	[ˈragwə:m]	ciempiés	<i>ready-made</i>	[ˈrediˈmeɪd]	confecciona- do, ya hecho
<i>rags</i>	[ragz]	harapos, andrajos	<i>real estate</i>	[ˈriəl ɪsˈteɪt]	bienes raíces
<i>rail</i>	[reɪl]	barandilla	<i>really</i>	[ˈriəli]	realmente
<i>railway</i>	[ˈreɪlwei]	ferrocarril	<i>rear</i>	[riə(r)]	v. r.
<i>raiment</i>	[ˈreɪmənt]	vestido, ropa	<i>reason</i>	[ˈri:zn]	razón
<i>rain</i>	[rein]	v. r.	<i>recall</i>	[riˈko:l]	v. r.
<i>rain</i>	[rein]	lluvia	<i>receipt</i>	[riˈsi:t]	recibo
<i>rainbow</i>	[ˈreɪnbəu]	arco iris	<i>receive</i>	[riˈsi:v]	v. r.
<i>raincoat</i>	[ˈreɪnkəut]	impermeable	<i>receiver</i>	[riˈsi:və(r)]	auricular, receptor
<i>raise</i>	[reɪz]	v. r.	<i>recently</i>	[ˈri:sntli]	recientemente, hace poco
<i>rake</i>	[reɪk]	rastrillo, rastro	<i>reception</i>	[riˈsepʃən]	recepción, audiencia
<i>rally</i>	[ˈrali]	v. r.	<i>reception</i>		
<i>ram</i>	[ram]	carnero	<i>desk</i>	[riˈsepʃən ˈdesk]	la recepción
		padre			
<i>range</i>	[reɪndʒ]	extensión, espacio, gama			
<i>ranger</i>	[ˈreɪndʒə(r)]	individuo de las fuerzas de asalto			

<i>ception-</i>			<i>relief</i>	[ri'li:f]	alivio,
<i>ist</i>	[ri'sepʃənɪst]	recepcionista			consuelo
<i>recipient</i>	[ri'sɪpiənt]	receptor,	<i>remain</i>	[ri'mein]	v. r.
		recipiente	<i>remains</i>	[ri'meɪnz]	restos, sobras
<i>reckon</i>	[ˈrekən]	v. r.	<i>remark</i>	[ri'ma:k]	v. r.
<i>recognize</i>	[ˈrekəɡnaɪz]	v. r.	<i>remarkable</i>	[ri'ma:kəbl]	extraordina-
<i>recommend</i>	[rekə'mend]	v. r.			rio, notable
<i>record</i>	[ˈreko:d]	disco, registro	<i>remarkably</i>	[ri'ma:kəbli]	notablemente
		relación	<i>remedy</i>	[ˈremɪdi]	remedio
<i>record</i>	[ri'ko:d]	v. r.	<i>remember</i>	[ri'membə(r)]	v. r.
<i>red</i>	[red]	rojo	<i>remind</i>	[ri'maɪnd]	v. r.
<i>reduce</i>	[ri'dju:s]	v. r.	<i>remnant</i>	[ˈremnənt]	remanente,
<i>reduction</i>	[ri'dʌkʃən]	reducción			resto,
<i>refine</i>	[ri'faɪn]	v. r.			residuo
<i>refinement</i>	[ri'faɪnmənt]	refinamiento,	<i>remons-</i>		
		cultura	<i>trance</i>	[ri'monstrəns]	protesta
<i>refinery</i>	[ri'faɪnəri]	refinería	<i>remove</i>	[ri'mu:v]	v. r.
<i>refining-</i>			<i>renown</i>	[ri'naʊn]	renombre,
<i>plant</i>	[ri'faɪniŋ 'plɑ:nt]	planta de			fama
		refinación	<i>renowned</i>	[ri'naʊnd]	famoso,
<i>reform</i>	[ri'fo:m]	v. r.			célebre
<i>reform</i>	[ri'fo:m]	reforma	<i>rent</i>	[rent]	v. r.
<i>refractor</i>	[ri'fraktə(r)]	refractor	<i>rent</i>	[rent]	renta, alquiler,
<i>refresh</i>	[ri'freʃ]	v. r.			grieta,
<i>refreshed</i>	[ri'freʃt]	aliviado,	<i>repair</i>	[ri'pɛə(r)]	hendidura
		confortado	<i>repeat</i>	[ri'pi:t]	v. r.
<i>refusal</i>	[ri'fju:zəl]	negativa,	<i>repentance</i>	[ri'pɛntəns]	arrepenti-
		repulsa			miento
<i>refuse</i>	[ri'fju:z]	v. r.	<i>replace-</i>		
<i>regard</i>	[ri'ga:d]	v. r.	<i>ments</i>	[ri'pleɪsmənts]	repuesto,
<i>region</i>	[ˈri:dʒən]	región			piezas
<i>register</i>	[ˈredʒɪstə(r)]	registro, libro	<i>reply</i>	[ri'plai]	v. r.
		de parroquia	<i>reply</i>	[ri'plai]	contestación
<i>Registry</i>	[ˈredʒɪstri]	Registro	<i>report</i>	[ri'po:t]	v. r.
		(oficina)	<i>report</i>	[ri'po:t]	informe
<i>regularity</i>	[regju'larɪti]	regularidad	<i>reporter</i>	[ri'po:tə(r)]	repórter
<i>regularly</i>	[ˈregjuləli]	regularmente	<i>represent</i>	[repri'zent]	v. r.
<i>reins</i>	[reɪnz]	riendas	<i>representa-</i>		
<i>rejoice</i>	[ri'dʒɔɪs]	v. r.	<i>tive</i>	[repri'zentətɪv]	representante
<i>relate</i>	[ri'leɪt]	v. r.	<i>republic</i>	[ri'pʌblɪk]	república
<i>related</i>	[ri'leɪtɪd]	emparentado,	<i>reputation</i>	[repju'teɪʃən]	reputación,
		relacionado			fama
<i>relation</i>	[ri'leɪʃən]	pariente,	<i>request</i>	[ri'kwɛst]	petición,
		relación			ruego
<i>relative</i>	[ˈrelətɪv]	relativo,	<i>require</i>	[ri'kwaɪə(r)]	v. r.
		pariente	<i>rescue</i>	[ˈreskju:]	v. r.
<i>relax</i>	[ri'laks]	v. r.	<i>rescue</i>	[ˈreskju:]	rescate,
<i>release</i>	[ri'li:s]	v. r.			salvación

<i>resemble</i>	[ri'zembl]	v. r.	<i>riddle</i>	['ridl]	acertijo,
<i>resentment</i>	[ri'zentmənt]	resentimiento,			adivinanza
		queja	<i>ride</i>	[raid]	v. i.
<i>reservation</i>	[rezə'veiʃən]	reserva	<i>ride</i>	[raid]	paseo a
<i>reserve</i>	[ri'zə:v]	v. r.			caballo o en
<i>resist</i>	[ri'zist]	v. r.			vehículo,
<i>resistance</i>	[ri'zistəns]	resistencia			"colita"
<i>resolution</i>	[rezə'lu:ʃən]	decisión,	<i>rifle</i>	['raifl]	rifle, carabina
		ánimo,	<i>rift</i>	[rift]	grieta,
		resolución			hendidura
<i>resound</i>	[ri'zaund]	v. r.	<i>right</i>	[rait]	derecha
<i>resources</i>	[ri'so:siz]	recursos,			(mano)
		medios	<i>(a) right</i>	[(ə) 'rait]	(un) derecho
<i>respect</i>	[ris'pekt]	v. r.	<i>right</i>	[rait]	correcto, bien
<i>response</i>	[ris'pons]	respuesta,	<i>rightly</i>	['raitli]	justamente,
		contestación	<i>ring</i>	[riŋ]	aro, anillo,
<i>responsibi-</i>					sortija,
<i>lity</i>	[risponsə'biliti]	responsabili-			arena
		dad	<i>ring</i>	[riŋ]	v. i.
<i>rest</i>	[rest]	v. r.	<i>ring up</i>	['riŋ 'ʌp]	telefonar
<i>rest</i>	[rest]	descanso	<i>ringleader</i>	['riŋ'li:də(r)]	cabecilla,
<i>restaurant</i>	['restərə:ŋ]	restaurante			promotor
<i>restore</i>	[ris'to:(r)]	v. r.	<i>riot</i>	['rai-ət]	desorden,
<i>result</i>	[ri'zʌlt]	v. r.			motín
<i>result</i>	[ri'zʌlt]	resultado,	<i>ripe</i>	[raip]	maduro,
		consecuencia			sazonado
<i>resume</i>	[ri'zju:m]	v. r.	<i>ripen</i>	['raipən]	v. r.
<i>retire</i>	[ri'taɪə(r)]	v. r.	<i>rise</i>	[raiz]	v. i.
<i>return</i>	[ri'tə:n]	v. r.	<i>risk</i>	[risk]	v. r.
<i>return</i>	[ri'tə:n]	retribución,	<i>risk</i>	[risk]	riesgo, peligro
		pago	<i>risk</i>	['riski]	peligroso,
<i>reveal</i>	[ri'vi:l]	v. r.			arriesgado
<i>revelation</i>	[revi'leiʃən]	revelación	<i>rival</i>	['raivəl]	rival,
<i>reverend</i>	['revərənd]	reverendo,			competidor
		venerable	<i>river</i>	['rivə(r)]	río
<i>revise</i>	[ri'vaiz]	v. r.	<i>road</i>	[rəud]	carretera
<i>revolt</i>	[ri'vəult]	revuelta,	<i>roam</i>	[rəum]	v. r.
		rebelión	<i>roar</i>	[ro:(r)]	v. r.
<i>revolve</i>	[ri'volv]	v. r.	<i>roar</i>	[ro:(r)]	gritería,
<i>reward</i>	[ri'wo:d]	recompensa			rugido
<i>rewarding</i>	[ri'wo:diŋ]	valioso,	<i>roast</i>	[rəust]	v. r.
		remunerador	<i>rob</i>	[rob]	v. r.
<i>rhyme</i>	[raim]	rima, verso	<i>robber</i>	['robə(r)]	ladrón,
<i>rhythm</i>	['riðəm]	ritmo,			salteador
		cadencia	<i>robbery</i>	['robəri]	robo, hurto
<i>ribbon</i>	['ribən]	cinta	<i>rock</i>	[rok]	v. r.
<i>rich</i>	[ritʃ]	rico	<i>rock</i>	[rok]	roca
<i>riches</i>	['ritʃiz]	riqueza,	<i>roll</i>	[rəul]	v. r.
		caudales	<i>roll</i>	[rəul]	rollo, nómina

<i>roll up</i>	[ˈrəʊl ˈʌp]	v. r.	<i>run through</i>	[ˈrʌn ˈθru:]	atravesar,
<i>roller</i>	[ˈrəʊlə(r)]	rodillo, rulo			hojear
<i>Roman</i>	[ˈrəʊmən]	romano	<i>runaway</i>	[ˈrʌnəwei]	fugitivo,
<i>romance</i>	[ˈrəˈmans]	romance			desertor
<i>romancer</i>	[ˈrəˈmansə(r)]	romancero	<i>rural</i>	[ˈruərəl]	rural,
<i>Romantic</i>	[ˈrəˈmantik]	romántico			campestre
<i>roof</i>	[ru:f]	tejado	<i>rush</i>	[rʌʃ]	v. r.
<i>room</i>	[ru:m/rum]	habitación, sitio	<i>rush</i>	[rʌʃ]	latigazo, sacudida
<i>room for</i>	[ˈru:m ˈfo:(r)]	sitio para	<i>rush hour</i>	[ˈrʌʃ ˈaʊə(r)]	hora de
<i>root</i>	[ru:t]	raíz			tránsito
<i>rope</i>	[rəʊp]	soga, mecate			intenso
<i>rose</i>	[rouz]	rosa	<i>rusty</i>	[ˈrʌsti]	oxidado, herrumbroso
<i>rotate</i>	[ˈrəʊˈteit]	v. r.			
<i>rotten</i>	[ˈrotɪn]	podrido			
<i>rough</i>	[rʌf]	tosco, áspero			
<i>roughly</i>	[ˈrʌfli]	toscamente, rudamente			
<i>round</i>	[raʊnd]	redondo	<i>Sabbath</i>	[ˈsəbəθ]	domingo
<i>round</i>	[raʊnd]	alrededor de	<i>sack</i>	[sʌk]	saco, costal
<i>row</i>	[rəʊ]	v. r.	<i>sacking</i>	[ˈsʌkɪŋ]	tela de saco
<i>royal</i>	[ˈroiəl]	real (a.)	<i>sacred</i>	[ˈseikrɪd]	sagrado, sacro
<i>rub</i>	[rʌb]	v. r.	<i>sacredly</i>	[ˈseikrɪdli]	religiosamen- te, santa- mente
<i>rubber</i>	[ˈrʌbə(r)]	borrador, goma de borrar, goma, caucho	<i>sacrifice</i>	[ˈsʌkrɪfaɪs]	v. r.
		ordinario, grosero	<i>sacrifice</i>	[ˈsʌkrɪfaɪs]	sacrificio, renunciación
<i>rudder</i>	[ˈrʌdə(r)]	timón	<i>sad</i>	[sʌd]	triste
<i>rude</i>	[ru:d]	ordinario, grosero	<i>saddle</i>	[ˈsʌdl]	silla de mon- tar
<i>ruin</i>	[ruɪn]	v. r.	<i>safe</i>	[seɪf]	salvo, seguro
<i>ruin</i>	[ruɪn]	ruina, bancarrota	<i>safely</i>	[ˈseɪfli]	felizmente
<i>rule</i>	[ru:l]	v. r.	<i>safety</i>	[ˈseɪfti]	seguridad
<i>rule</i>	[ru:l]	regla, estatuto	<i>safety</i>		
<i>ruler</i>	[ˈru:lə(r)]	regla de dibujo, gobernante	<i>curtain</i>	[ˈseɪftiˈkə:tɪn]	telón de seguridad
<i>run</i>	[rʌn]	v. i.	<i>sail</i>	[seɪl]	v. r.
<i>run</i>	[rʌn]	recorrido, marcha, serie	<i>sail</i>	[seɪl]	vela (de buque)
<i>run away</i>	[ˈrʌn əˈwei]	huir, escapar	<i>sailor</i>	[ˈseɪlə(r)]	marinero
<i>run into</i>	[ˈrʌn ˈɪntu]	atropellar, chocar	<i>saint</i>	[seɪnt]	santo (n.)
<i>run out of</i>	[ˈrʌn ˈaʊt əv]	quedarse sin existencias de	<i>salad</i>	[ˈsʌləd]	ensalada
			<i>sale</i>	[seɪl]	venta, mercado
			<i>salesman</i>	[ˈseɪlzmən]	vendedor, dependiente
			<i>salt</i>	[so:lt]	v. r.
			<i>salt</i>	[so:lt]	sal
			<i>same</i>	[seɪm]	mismo, igual

— S —

<i>sample</i>	[ˈsɑ:mpl]	muestra	<i>school-yard</i>	[ˈsku:l-ja:d]	patio de la escuela
<i>sanctify</i>	[ˈsəŋktɪfaɪ]	v. r.	<i>science</i>	[ˈsaɪəns]	ciencia
<i>sand</i>	[sænd]	arena	<i>scientific</i>	[saɪənˈtɪfɪk]	científico
<i>sandwich</i>	[ˈsænwɪdʒ]	bocadillo, emparedado	<i>scientifically</i>	[saɪənˈtɪfɪkəli]	científicamente
<i>sardine</i>	[sa:ˈdi:n]	sardina	<i>scientist</i>	[ˈsaɪəntɪst]	científico (n.)
<i>satisfy</i>	[ˈsætɪsfaɪ]	v. r.	<i>scissors</i>	[ˈsɪzəz]	tijeras
<i>satisfactory</i>	[sætɪsˈfaktəri]	satisfactorio	<i>scold</i>	[skəʊld]	v. r.
<i>Saturday</i>	[ˈsætədi]	sábado	<i>scorn</i>	[sko:n]	desprecio, desdén
<i>sausages</i>	[ˈsəʊsɪdʒɪz]	salchichas	<i>Scot</i>	[skot]	escocés
<i>savage</i>	[ˈsævɪdʒ]	salvaje, bárbaro	<i>Scotland</i>	[ˈskɒtlənd]	Escocia
<i>save</i>	[seɪv]	v. r.	<i>Scotman</i>	[ˈskɒtˌmən]	escocés (n.)
<i>savings</i>	[ˈseɪvɪŋz]	ahorros	<i>Scottish</i>	[ˈskɒtɪʃ]	escocés (a.)
<i>say</i>	[seɪ]	v. i.	<i>scout</i>	[skaut]	explorador
<i>saying</i>	[ˈseɪɪŋ]	dicho, adagio	<i>scratch</i>	[ˈskrætʃ]	rasguño, arañazo
<i>scaffold</i>	[ˈskafəld]	estrado, andamio	<i>scratch</i>	[ˈskrætʃ]	v. r.
<i>scale</i>	[skeɪl]	proporción, escala	<i>screaming</i>	[ˈskri:mɪŋ]	gritería, alaridos
<i>scalp</i>	[skalp]	v. r.	<i>script</i>	[skript]	manuscrito
<i>scanty</i>	[ˈskanti]	escaso, pequeño	<i>Scriptures</i>	[ˈskriptʃəz]	Escritura Sagrada
<i>scar</i>	[ska:(r)]	cicatriz	<i>scuttle</i>	[ˈskʌtl]	escotillón
<i>scarce</i>	[skeəs]	raro, escaso	<i>sea</i>	[si:]	mar
<i>scarcely</i>	[ˈskeəsli]	apenas, escasamente	<i>seal</i>	[si:l]	sello, foca
<i>scared</i>	[skeəd]	asustado	<i>seal</i>	[si:l]	v. r.
<i>scarf</i>	[ska:f]	pañuelo para el cuello	<i>sealed</i>	[si:ld]	sellado, lacrado
<i>scarlet fever</i>	[ˈska:lɪt ˈfi:və(r)]	escarlatina	<i>sea-level</i>	[ˈsi:ˈlevl]	nivel del mar
<i>scatter</i>	[ˈskætə(r)]	v. r.	<i>seaman</i>	[ˈsi:mən]	marinero, marino
<i>scene</i>	[si:n]	escena	<i>seamanship</i>	[ˈsi:mənʃɪp]	náutica
<i>scenery</i>	[ˈsi:nəri]	paisaje, vista	<i>sea-shell</i>	[ˈsi:ˈfel]	concha, marina
<i>scent</i>	[sent]	olor, fragancia, rastro	<i>seashore</i>	[ˈsi:ˈfo:(r)]	litoral, playa
<i>scheme</i>	[ski:m]	proyecto, plan	<i>sea-side</i>	[ˈsi:ˈsaɪd]	playa, litoral
<i>scholar</i>	[ˈskolə(r)]	erudito, sabio	<i>search</i>	[sə:tʃ]	v. r.
<i>school</i>	[sku:l]	escuela	<i>search</i>	[sə:tʃ]	búsqueda, investigación
<i>school-bag</i>	[ˈsku:lbag]	cartera, bulto	<i>season</i>	[ˈsi:zn]	estación del año
<i>schooling</i>	[ˈsku:lɪŋ]	instrucción, educación	<i>seat</i>	[si:t]	v. r.
<i>school-master</i>	[ˈsku:l-ˈma:stə(r)]	maestro	<i>seat</i>	[si:t]	asiento
<i>schoolmate</i>	[ˈsku:lmeɪt]	condiscípulo	<i>seat-belt</i>	[ˈsi:tˈbelt]	cinturón de seguridad
			<i>second</i>	[ˈsekənd]	segundo
			<i>secret</i>	[ˈsi:krit]	secreto

<i>secretary</i>	[ˈsekɹətɹi]	secretaria, o	<i>serious</i>	[ˈsiəriəs]	serio, grave
<i>secure</i>	[siˈkjuə(r)]	v. r.	<i>serum</i>	[ˈsiəɹum]	siero
<i>see</i>	[si:]	v. i.	<i>servant</i>	[səˈvənt]	sirviente
<i>see about</i>	[ˈsi: əˈbaʊt]	cuidar, tratar de	<i>serve</i>	[səˈv]	v. r.
<i>see that</i>	[ˈsi: ðət]	procurar, ver de	<i>service</i>	[ˈsəːvis]	servicio
<i>see the sights</i>	[ˈsi: ðə ˈsaɪts]	ver las vistas, los lugares	<i>serving-woman</i>	[ˈsəvɪŋˈwʊmən]	sirvienta
<i>see you later</i>	[ˈsi: ju ˈleɪtə(r)]	te veré luego	<i>set</i>	[set]	v. r.
<i>see you tomorrow</i>	[ˈsi: ju tuˈmɒrəʊ]	te veré mañana	<i>set</i>	[set]	juego, conjunto
<i>seed</i>	[si:d]	semilla, germen	<i>set alight</i>	[ˈset əˈlaɪt]	incendiar, dar fuego
<i>seek</i>	[si:k]	v. i.	<i>set fire to</i>	[ˈset ˈfaɪə tu]	prender, encender
<i>seem</i>	[si:m]	v. r.	<i>set forward</i>	[ˈset ˈfo:wəd]	adelantar, empujar
<i>segment</i>	[ˈseɡmənt]	segmento, sección	<i>set out</i>	[ˈset ˈaʊt]	partir, marchar
<i>seize</i>	[si:z]	v. r.	<i>set sail</i>	[ˈset ˈseɪl]	zarpas
<i>seldom</i>	[ˈseldəm]	raramente, raras veces	<i>set to work</i>	[ˈset tu ˈwə:k]	poner manos a la obra
<i>self</i>	[self]	mismo	<i>set up</i>	[ˈset ˈʌp]	instalar
<i>— self</i>	[— self]	(sufijo)	<i>settle</i>	[ˈsetl]	v. r.
<i>sell</i>	[sel]	v. i.	<i>settlement</i>	[ˈsetlmənt]	establecimiento, poblado
<i>send</i>	[send]	v. i.	<i>settler</i>	[ˈsetlə(r)]	poblador, colono
<i>send for</i>	[ˈsend fo:(r) fə(r)]	mandar por enviar, expedir	<i>seven</i>	[ˈsevn]	siete
<i>send out</i>	[ˈsend ˈaʊt]	expedir	<i>seventeen</i>	[ˈsevnˈti:n]	diecisiete
<i>sensational</i>	[senˈseiˌfənəl]	sensacional	<i>seventy</i>	[ˈsevnʔi]	setenta
<i>senseless</i>	[ˈsenslis]	sin sentido, sin conocimiento	<i>several</i>	[ˈseverəl]	varios, diversos
<i>senser</i>	[ˈsensə(r)]	incensario	<i>severed</i>	[ˈsevəd]	cortado, separado
<i>sensible</i>	[ˈsensəbl]	sensato, razonable	<i>severity</i>	[siˈveriti]	severidad, rigor
<i>sensitive</i>	[ˈsensitiv]	sensitivo, sensible	<i>sew</i>	[səʊ]	v. r.
<i>sentence</i>	[ˈsentəns]	oración gramatical	<i>shade</i>	[ˈʃeɪd]	v. r.
<i>sentinel</i>	[ˈsentɪnl]	centinela, guardia	<i>shadow</i>	[ˈʃadəʊ]	sombra
<i>separate</i>	[ˈsepəreɪt]	v. r.	<i>shady</i>	[ˈʃeɪdi]	sombreado
<i>September</i>	[ˌsepˈtembə(r)]	septiembre	<i>shaft</i>	[ˈʃa:ft]	aspa, eje
<i>sergeant</i>	[ˈsa:dʒənt]	sargento	<i>shake</i>	[ˈʃeɪk]	v. i.
			<i>shake hands</i>	[ˈʃeɪk ˈhændz]	estrechar la mano
			<i>shall</i>	[ʃal/ ʃəl/ 1]	v. i., defectivo
			<i>shame</i>	[ˈʃeɪm]	v. r.
			<i>shame</i>	[ˈʃeɪm]	vergüenza, rubor
			<i>shampoo</i>	[ˈʃamˈpu:]	champú

<i>shan't</i>	[ʃa:nt]	<i>shall not</i>	<i>shopman</i>	[ˈʃɒpmən]	tendero,
<i>shape</i>	[ʃeɪp]	forma			empleado
<i>share</i>	[ʃɛə(r)]	v. r.	<i>shopping</i>	[ˈʃɒpɪŋ]	compras
<i>sharp</i>	[ʃa:p]	agudo,	<i>shopping-</i>		
		penetrante	<i>bag</i>	[ˈʃɒpɪŋbæg]	bolso de
					compra
<i>sharpen</i>	[ˈʃa:pən]	v. r.	<i>shop-</i>		
<i>sharp</i>	[ʃa:p]	v. r.	<i>window</i>	[ˈʃɒpˈwɪndəʊ]	escaparate
<i>shave</i>	[ʃeɪv]	v. r.	<i>shore</i>	[ʃo:(r)]	costa, playa
<i>she</i>	[ʃi:]	ella	<i>short</i>	[ʃo:t]	corto, bajo
<i>she-bear</i>	[ˈʃi: ˈbeə(r)]	osa	<i>shorten</i>	[ˈʃo:tn]	v. r.
<i>she-cat</i>	[ˈʃi: ˈkæt]	gata	<i>shorthand</i>	[ˈʃo:thænd]	taquigrafía
<i>shed</i>	[ʃed]	cobertizo	<i>shorts</i>	[ʃo:ts]	pantalones
<i>shed</i>	[ʃed]	v. i.			cortos
<i>she'd</i>	[ʃi:d]	<i>she had, she</i>	<i>short-sighted</i>	[ˈʃo:tˈsaɪtɪd]	corto de vista
		<i>would</i>	<i>shot</i>	[ʃɒt]	disparo, tiro
<i>sheep</i>	[ʃi:p]	oveja, carnero	<i>should</i>	[ʃʊd]	de <i>shall</i>
<i>sheet</i>	[ʃi:t]	hoja, sábana	<i>shoulder</i>	[ˈʃəʊldə(r)]	hombro
<i>sheet of</i>			<i>shouldn't</i>	[ˈʃʊdənt]	<i>should not</i>
<i>paper</i>	[ˈʃi:t əv		<i>shout</i>	[ʃaʊt]	v. r.
	ˈpeɪpə(r)]	hoja de papel	<i>show</i>	[ʃəʊ]	v. i.
<i>shelf</i>	[ʃelf]	estante, repisa	<i>show</i>	[ʃəʊ]	función,
<i>shell</i>	[ʃel]	concha,			espectáculo
		cáscara,	<i>show off</i>	[ˈʃəʊ ˈɒf]	impresionar,
		marisco			aparentar
<i>shelter</i>	[ˈʃeltə(r)]	v. r.	<i>shower</i>	[ˈʃaʊə(r)]	lluvia,
<i>shepherd</i>	[ˈʃepəd]	pastor			chaparrón
<i>she's</i>	[ʃi:z]	<i>she is, she has</i>			
<i>shield</i>	[ʃi:ld]	escudo,	<i>shower</i>		
		resguardo	<i>upon</i>	[ˈʃaʊər əˈpɒn]	v. r.
<i>shield</i>	[ʃi:ld]	v. r.	<i>showy</i>	[ˈʃəʊi]	llamativo,
<i>shift</i>	[ʃɪft]	desviación,			chillón
		cambio	<i>shriek</i>	[ˈʃri:k]	chillido,
<i>shilling</i>	[ˈʃɪlɪŋ]	chelín			griterío
<i>shilling's</i>			<i>shrimp</i>	[ˈʃrɪmp]	camarón,
<i>worth</i>	[ˈʃɪlɪŋwə:θ]	del valor de			gamba
		un chelín	<i>shrink</i>	[ˈʃrɪŋk]	v. i.
<i>shine</i>	[ʃaɪn]	v. i.	<i>shrub</i>	[ˈʃrʌb]	arbusto, mata
<i>shine</i>	[ʃaɪn]	lustre, brillo	<i>shut</i>	[ʃʌt]	v. i.
<i>ship</i>	[ʃɪp]	buque	<i>shut</i>	[ʃʌt]	cerrado
<i>— ship</i>	[— ʃɪp]	(sufijo)	<i>shy</i>	[ʃaɪ]	tímido,
<i>shipreck</i>	[ˈʃɪp-rek]	naufragio			reservado
<i>shirt</i>	[ʃet]	camisa	<i>sick</i>	[sɪk]	enfermo,
<i>shock</i>	[ʃɒk]	sacudida,			mareado
		conmoción	<i>sickness</i>	[ˈsɪknɪs]	enfermedad
<i>shoe</i>	[ʃu:]	zapato	<i>side</i>	[saɪd]	lado
<i>shoot</i>	[ʃu:t]	v. i.	<i>side by side</i>	[ˈsaɪd baɪ ˈsaɪd]	uno junto a
<i>shooting-</i>					otro
<i>star</i>	[ˈʃu:tɪŋsta:(r)]	estrella fugaz	<i>sideways</i>	[ˈsaɪdweɪz]	oblicuamente,
<i>shop</i>	[ʃɒp]	tienda			a través

<i>sigh</i>	[sai]	v. r.	<i>sizzle</i>	['sɪzɪ]	v. r.
<i>sigh</i>	[sai]	suspiro	<i>skilful</i>	['skɪlfʊl]	diestro, hábil
<i>sight</i>	[sait]	vista,	<i>skill</i>	[skɪl]	habilidad,
		perspectiva			destreza
<i>sights</i>	[saɪts]	vistas, sitios	<i>skin</i>	[skɪn]	piel, pellejo,
		de interés			cutis
<i>sight-seer</i>	['saɪt'si:ə(r)]	visitante,	<i>skirmish</i>	['skɑ:mɪʃ]	v. r.
		turista	<i>skirt</i>	[skɜ:t]	falda
<i>sign</i>	[sain]	signo, señal	<i>skulk</i>	[skʌlk]	v. r.
<i>sign</i>	[sain]	v. r.	<i>sky</i>	[skai]	cielo,
<i>signature</i>	['sɪɡnɪtʃə(r)]	firma			firramento
<i>sign-board</i>	['sain-bɔ:d]	letrero, cartel	<i>skyscraper</i>	['skai- 'skreɪpə(r)]	rascacielos
<i>silence</i>	['saɪləns]	silencio	<i>slag</i>	[slæg]	escoria
<i>silent</i>	['saɪlənt]	silencioso,	<i>slain</i>	[sleɪn]	matanza,
		mudo			asesinato
<i>silk</i>	[sɪlk]	seda	<i>slaughter</i>	['slɔ:tə(r)]	carnicería,
<i>silkworm</i>	['sɪlk-wɜ:m]	gusano de			matanza
		seda			
<i>silicon</i>	['sɪlɪkən]	silicio	<i>slaughter-</i>		
<i>silly</i>	['sɪli]	necio, tonto	<i>house</i>	['slɔ:təhaus]	matadero
<i>silver</i>	['sɪlvə(r)]	plata (metal)	<i>sleep</i>	[sli:p]	v. i.
<i>simmer</i>	['sɪmə(r)]	v. r.	<i>sleep</i>	[sli:p]	sueño, reposo
<i>simple</i>	['sɪmpl]	simple, fácil	<i>sleeve</i>	[sli:v]	manga
<i>since</i>	[sɪns]	desde, desde	<i>slice</i>	[slɑɪs]	tajada, lonja
		que	<i>slide</i>	[slɑɪd]	v. r.
<i>sincere</i>	[sɪn'sɪə(r)]	sincero	<i>slide</i>	[slɑɪd]	portaobjetos
<i>sing</i>	[sɪŋ]	v. i.	<i>slight</i>	[slɑɪt]	ligero, leve
<i>singer</i>	['sɪŋɡə(r)]	cantor	<i>slightly</i>	['slɑɪtli]	ligeramente
<i>single</i>	['sɪŋɡl]	solo, solitario,	<i>slim</i>	[slɪm]	delgado
		soltero	<i>slip</i>	[slɪp]	v. r.
<i>singular</i>	['sɪŋɡjʊlə(r)]	singular	<i>slippery</i>	['slɪpəri]	resbaladizo
<i>sink</i>	[sɪŋk]	v. i.	<i>slope</i>	[sləʊp]	desnivel,
<i>sir</i>	[sə:(r)/sə(r)]	señor			declive
<i>sir</i>	[sə:r/sə(r)]	(título)	<i>slow</i>	[sləʊ]	lento,
<i>sister</i>	['sɪstə(r)]	hermana			pausado
<i>sit</i>	[sɪt]	v. i.	<i>slowly</i>	['sləʊli]	lentamente,
<i>sit down</i>	['sɪt 'daʊn]	sentarse			poco a poco
<i>site</i>	[saɪt]	lugar, sitio	<i>slowness</i>	['sləʊ-nɪs]	lentitud,
<i>sitting-room</i>	['sɪtɪŋrʊm]	cuarto de			tardanza
		estar	<i>slug</i>	[slæg]	limaco, ba-
<i>situated</i>	['sɪtʃueɪtɪd]	situado			bosa
<i>situation</i>	[sɪtʃu'eɪʃən]	situación,	<i>small</i>	[smɔ:l]	pequeño
		posición	<i>smallpox</i>	['mɔ:l-pɒks]	viruela
<i>six</i>	[sɪks]	seis	<i>smear</i>	[smiə(r)]	v. r.
<i>sixteen</i>	['sɪks'ti:n]	dieciséis	<i>smell</i>	[smel]	v. i.
<i>sixty</i>	['sɪkstɪ]	setenta	<i>smell</i>	[smel]	olor
<i>size</i>	[saɪz]	tamaño,	<i>smelt</i>	[smelt]	v. r.
		medida	<i>smile</i>	[smaɪl]	v. r.
<i>sketch</i>	[sketʃ]	diseño, boceto	<i>smile</i>	[smaɪl]	sonrisa



<i>smoke</i>	[sməuk]	v. r.	<i>song</i>	[soŋ]	canción
<i>smoke</i>	[sməuk]	humo	<i>sonnet</i>	['sonit]	soneto
<i>smoke a pipe</i>	['sməuk ə 'paip]	fumar en pipa	<i>soon</i>	[su:n]	pronto
<i>smooth</i>	[smu:ð]	liso, uniforme, plano	<i>soothing</i>	['su:ðɪŋ]	calmante, confortante
<i>snail</i>	[sneil]	caracol	<i>soprano</i>	[sə'pra:nəu]	soprano
<i>snake</i>	[sneik]	culebra	<i>sore</i>	[so:(r)]	llaga, úlcera, dolorido
<i>snap</i>	[snap]	v. r.	<i>sorely</i>	['so:li]	severamente, penosamente
<i>snip</i>	[snip]	v. r.	<i>sort</i>	[so:t]	v. r.
<i>snip</i>	[snip]	tijeretada, recorte	<i>sort</i>	[so:t]	clase, género
<i>snow</i>	[snəu]	v. r.	<i>sorrow</i>	['sorəu]	pesar, dolor
<i>snow</i>	[snəu]	nieve	<i>sorry</i>	['sori]	pesaroso, triste
<i>so</i>	[səu]	por lo tanto, así	<i>so-so-</i>	['səu-'səu]	regular, así
<i>so am I</i>	['səu əm 'ai]	yo también	<i>so that</i>	['səu ðət]	de modo que
<i>soaked</i>	[səukt]	empapado, mojado	<i>soul</i>	[səul]	alma, persona
<i>soap</i>	[səup]	jabón	<i>sound</i>	[saund]	v. r.
<i>sober</i>	['səubə(r)]	v. r.	<i>sound</i>	[saund]	sonido, ruido
<i>social</i>	['səʊʃəl]	social, afable	<i>soup</i>	[su:p]	sopa
<i>sock</i>	[sok]	calcetín	<i>sour</i>	['sauə(r)]	amargo
<i>soda</i>	['səudə]	soda	<i>source</i>	[so:s]	fuelle, origen
<i>so do I</i>	['səu 'du: 'ai]	yo también	<i>south</i>	[sauð]	sur
<i>sofa</i>	['səufə]	sofá	<i>southerly</i>	['sʌðəli]	meridional
<i>so far as</i>	['sə 'fa:r əz]	en lo que	<i>southern</i>	['sʌðən]	meridional
<i>soft</i>	[soft]	blando, suave	<i>southwards</i>	['sauθwədz]	hacia el sur
<i>soft drink</i>	['soft driŋk]	bebida no alcohólica	<i>sow</i>	[sau]	puerca, cerda (n.)
<i>soil</i>	[soil]	tierra, suelo	<i>sow</i>	[səu]	v. i.
<i>soldier</i>	['səuldʒə(r)]	soldado	<i>soya-seed</i>		
<i>solemn</i>	['soləm]	solemne, grave	<i>oil</i>	['soiəsi:d 'oil]	aceite de soja
<i>solid</i>	['solid]	sólido	<i>spaghetti</i>	[spə'geti]	fideos
<i>solitude</i>	['solitju:d]	soledad			gruesos, spaghetti
<i>so long</i>	['səu'lon]	hasta luego	<i>Spain</i>	[spein]	España
<i>solve</i>	[solv]	v. r.	<i>span</i>	[span]	envergadura
<i>some</i>	[səm]	algo, algunos	<i>span</i>	[span]	v. r.
<i>somebody</i>	['səmbədi]	alguien	<i>Spaniard</i>	['spanjəd]	español (n.)
<i>someone</i>	['səmwən]	alguien	<i>Spanish</i>	['spəniʃ]	español (idioma y adjetivo)
<i>something</i>	['səmθɪŋ]	algo, alguna cosa	<i>spare</i>	[speə(r)]	v. r.
<i>sometimes</i>	['səmtaimz]	a veces	<i>spare</i>	[speə(r)]	disponible, sobrante
<i>somewhere</i>	['səmwɛə(r)]	en alguna parte	<i>sparkling</i>	['spa:kliŋ]	rutillante, brillante
<i>so much</i>	['səu 'matʃ]	tanto	<i>speak</i>	[spi:k]	v. i.
<i>son</i>	[sən]	hijo			

<i>spear</i>	[spiə(r)]	lanza	<i>stage</i>	[steɪdʒ]	escenario, es- cena, etapa, grado
<i>special</i>	['spəʃəl]	especial			
<i>specially</i>	['spəʃəli]	especialmente			
<i>spectator</i>	[spek'teɪtə(r)]	espectador	<i>stage-</i>		
<i>speech</i>	[spi:tʃ]	discurso, idioma	<i>manager</i>	['steɪdʒ- 'manɪdʒə(r)]	director de escena
<i>speed</i>	[spi:d]	velocidad			
<i>speedily</i>	['spi:dili]	veloz, rápido	<i>stagger</i>	['stægə(r)]	v. r.
<i>speedy</i>	['spi:di]	veloz, rápido	<i>stair-carpet</i>	['steəka:pɪt]	alfombra de la escalera
<i>spell</i>	[spel]	v. i.			
<i>speller</i>	['spelə(r)]	deletreador	<i>staircase</i>	['steəkeɪs]	escalera
<i>spend</i>	[spend]	v. i.	<i>stairs</i>	[steəz]	escalera
<i>spices</i>	['spaisɪz]	especias	<i>stale</i>	[steɪl]	anticuado, duro, rancio
<i>spin</i>	[spɪn]	v. i.			
<i>spit</i>	[spɪt]	v. i.	<i>stalk</i>	[sto:k]	v. r.
<i>splash</i>	[spləʃ]	salpicadura	<i>stall</i>	[sto:l]	butaca
<i>spleen</i>	[spli:n]	bazo	<i>stammer</i>	['stamə(r)]	v. r.
<i>splendid</i>	['splendɪd]	espléndido, magnífico	<i>stamp</i>	[stamp]	sello, estampilla
<i>splendour</i>	['splendə(r)]	brillantez, pompa	<i>stamp</i>	[stamp]	v. r.
<i>splintered</i>	['splɪntəd]	astillado	<i>stand</i>	[stand]	v. i.
<i>spoil</i>	[spɔɪl]	botín, saqueo	<i>stand</i>	[stand]	estancamien- to, límite
<i>spoil</i>	[spɔɪl]	v. i.	<i>stand for</i>	['stand 'fo:(r)]	representar, significar
<i>spoke</i>	[spəuk]	rayo (de rueda)			
<i>spoon</i>	[spu:]	cuchara	<i>standing-</i>		
<i>sport</i>	[spo:t]	deporte	<i>lamp</i>	['stændɪŋ- 'læmp]	lámpara de pie
<i>spot</i>	[spot]	señal, lunar, sitio	<i>star</i>	[sta:(r)]	estrella
<i>spray</i>	[spreɪ]	embate de las olas, espuma	<i>starched</i>	[sta:tʃt]	almidonado, tieso
<i>spray</i>	[spreɪ]	v. r.	<i>stare</i>	[steə(r)]	v. r.
<i>spread</i>	[spred]	v. i.	<i>start</i>	[sta:t]	v. r.
<i>sprightly</i>	['spraitli]	alegre, vivo	<i>startled</i>	['sta:tld]	asustado, alarmado
<i>spring</i>	[sprɪŋ]	v. i.			
<i>spring</i>	[sprɪŋ]	primavera	<i>starving</i>	['sta:vɪŋ]	hambriento
<i>spring</i>	[sprɪŋ]	muelle, resorte	<i>state</i>	[steɪt]	v. r.
<i>spring</i>	[sprɪŋ]	manantial	<i>state</i>	[steɪt]	estado, nación
<i>spy</i>	[spai]	espía	<i>statement</i>	['steɪtmənt]	expresión, declaración, exposición
<i>spy</i>	[spai]	v. r.			
<i>squall</i>	[skwo:l]	borasca, tempestad	<i>station</i>	['steɪʃən]	estación
			<i>stationary</i>	['steɪʃneri]	estacionario
<i>square</i>	[skweə(r)]	plaza, cuadrado	<i>stationer's</i>	['steɪʃnəz]	papelaría
			<i>statue</i>	['statju:]	estatua
<i>squirt</i>	[skwə:t]	v. r.	<i>stay</i>	[steɪ]	v. r.
<i>squirrel</i>	['skwɪrəl]	ardilla	<i>steadily</i>	['stedili]	invariable- mente
<i>stable</i>	['steɪbl]	establo			

<i>steady</i>	[ˈstedi]	fijo, firme	<i>stomach</i>	[ˈstamək]	estómago
<i>steal</i>	[sti:l]	v. i.	<i>stone</i>	[stəun]	piedra
<i>steam</i>	[sti:m]	vapor	<i>stool</i>	[stu:l]	banquillo, banqueta
<i>steam-engine</i>	[ˈsti:mˈendʒin]	máquina de vapor	<i>stoop</i>	[stu:p]	v. r.
<i>steam out</i>	[ˈsti:m ˈaut]	v. r.	<i>stop</i>	[stop]	v. r.
<i>steamy</i>	[ˈsti:mi]	húmedo, pegajoso	<i>storage</i>	[ˈsto:ridʒ]	almacenaje
<i>steed</i>	[sti:d]	caballo	<i>storage battery</i>	[ˈsto:ridʒ ˈbatəri]	acumulador
<i>steel</i>	[sti:l]	acero	<i>store</i>	[sto:(r)]	v. r.
<i>steel-works</i>	[ˈsti:l wə:ks]	acerías	<i>store</i>	[sto:(r)]	almacén, depósito
<i>steep</i>	[sti:p]	empinado, despeña- dero	<i>storm</i>	[sto:m]	tormenta
<i>steep</i>	[sti:p]	v. r.	<i>stormy</i>	[ˈsto:mi]	tormentoso
<i>stem</i>	[stem]	tallo, tronco	<i>story</i>	[ˈsto:ri]	historieta, narración
<i>step</i>	[step]	paso, escalón	<i>stove</i>	[stəuv]	estufa
<i>step</i>	[step]	v. r.	<i>strain</i>	[strein]	v. r.
<i>steps</i>	[steps]	escalera móvil (aeropuer- tos)	<i>strainer</i>	[ˈstreinə(r)]	colador, pa- sador
<i>stern</i>	[stə:n]	severo, rígido, popa	<i>straight</i>	[streit]	directo, recto
<i>sternly</i>	[ˈstə:nli]	severamente	<i>strange</i>	[streindʒ]	extraño, raro
<i>steward</i>	[stjuəd]	camarero, mesonero, mayordomo	<i>stranger</i>	[ˈstreindʒə(r)]	forastero, extraño
<i>stick</i>	[stik]	bastón, estaca	<i>stratosphere</i>	[ˈstratəʊsfia(r)]	estratosfera
<i>stick</i>	[stik]	v. i.	<i>straw</i>	[stro:]	paja
<i>stick out</i>	[ˈstik ˈaut]	asomar, proyectarse	<i>stray</i>	[strei]	disperso, esparcido, extraviado, perdido
<i>sticky</i>	[ˈstiki]	pegajoso	<i>stream</i>	[stri:m]	corriente, arroyo
<i>stiff</i>	[stif]	tieso, duro firme	<i>stream out</i>	[ˈstri:m ˈaut]	v. r.
<i>stiffly</i>	[ˈstifli]	inflexible, tie- so	<i>street</i>	[stri:t]	calle
<i>still</i>	[stil]	todavía, aún	<i>strength</i>	[streŋθ]	fuerza, eficacia
<i>still</i>	[stil]	quieto, para- do	<i>stretch</i>	[stretʃ]	v. r.
<i>stillness</i>	[ˈstilnis]	silencio, quie- tud, calma	<i>stricken</i>	[ˈstri:kən]	batido, gol- peado
<i>stock</i>	[stok]	existencias	<i>strict</i>	[strikt]	estricto, rígi- do
<i>stockings</i>	[ˈstokiŋs]	medias	<i>strike</i>	[straik]	v. i.
<i>stocks</i>	[stoks]	capital en acciones, valores, existencias	<i>striking</i>	[ˈstraikin]	sorprendente, notable, llamativo
			<i>string</i>	[striŋ]	bramante, cabuya, cuerda

<i>strip</i>	[ˈstri:p]	v. r.	<i>suffer</i>	[ˈsʌfə(r)]	v. r.
<i>strip of paper</i>	[ˈstri:p əv ˈpeɪpə(r)]	tira de papel	<i>suffice</i>	[səˈfaɪs]	v. r.
<i>stroke</i>	[strəʊk]	v. r.	<i>sufficient</i>	[səˈfiʃənt]	suficiente
<i>stroke</i>	[strəʊk]	golpe, choque	<i>sufficiently</i>	[səˈfiʃəntli]	suficiente-mente
<i>strong</i>	[strɒŋ]	fuerte	<i>sugar</i>	[ˈʃʊgə(r)]	azúcar
<i>strong drink</i>	[ˈstrɒŋ driŋk]	bebida alcohólica	<i>sugar-basin</i>	[ˈʃʊgəˈbeɪsɪn]	azucarero
			<i>suggest</i>	[səˈdʒest]	v. r.
<i>strongly</i>	[ˈstrɒŋli]	fuertemente	<i>suit</i>	[su:t/sju:t]	v. r.
<i>struggle</i>	[ˈstrʌɡl]	v. r.	<i>suit</i>	[su:t/sju:t]	traje, flux
<i>struggle</i>	[ˈstrʌɡl]	lucha	<i>suitable</i>	[ˈsju:təbl]	adecuado, conveniente
<i>strut</i>	[strʌt]	v. r.	<i>suitcase</i>	[ˈsju:tkeɪs]	maleta
<i>stud</i>	[stʌd]	clavo de adorno	<i>suite</i>	[swi:t]	suite, apartamen- to
<i>student</i>	[ˈstju:dənt]	estudiante, alumno	<i>sultry</i>	[ˈsʌltri]	bochornoso, sofocante
<i>study</i>	[ˈstʌdi]	v. r.	<i>sum</i>	[sʌm]	suma, total
<i>study</i>	[ˈstʌdi]	estudio	<i>summary</i>	[ˈsʌməri]	resumen, compendio
<i>stuff</i>	[stʌf]	sustancia, producto	<i>summer</i>	[ˈsʌmə(r)]	verano
<i>stumble</i>	[ˈstʌmbəl]	v. r.	<i>summit</i>	[ˈsʌmɪt]	cima, cúspide
<i>stupid</i>	[ˈstju:pid]	estúpido	<i>summon</i>	[ˈsʌmən]	v. r.
<i>stupidity</i>	[stjuˈpɪdɪti]	estupidez	<i>sun</i>	[sʌn]	sol
<i>style</i>	[stʌɪl]	estilo	<i>sun-bathe</i>	[ˈsʌnbeɪð]	v. r.
<i>subject</i>	[ˈsʌbdʒɪkt]	sujeto	<i>sunbeam</i>	[ˈsʌnbi:m]	rayo de sol
<i>sublimity</i>	[səˈblɪmɪti]	grandeza, su- blimidad	<i>Sunday</i>	[ˈsʌndɪ]	domingo
<i>subsequently</i>	[ˈsʌbsɪkwəntli]	posterior- mente	<i>sunset</i>	[ˈsʌnset]	puesta del sol
<i>subside</i>	[səbˈsaɪd]	v. r.	<i>sunshade</i>	[ˈsʌnʃeɪd]	quitasol, sombrilla
<i>substance</i>	[ˈsʌbstəns]	sustancia	<i>sunshine</i>	[ˈsʌnʃaɪn]	luz del sol, sol
<i>substitute</i>	[ˈsʌbstɪtju:t]	sustituto	<i>super</i>	[ˈsju:pə(r)]	superior
<i>succeed</i>	[səkˈsi:d]	v. r.	<i>superior</i>	[ˈsjuːpiəriə(r)]	superior
<i>success</i>	[səkˈses]	triunfo, éxito	<i>superiority</i>	[ˈsju:piəriˈɒrɪti]	superioridad
<i>successful</i>	[səkˈsesfʊl]	afortunado, próspero	<i>super-</i>		
<i>successfully</i>	[səkˈsesfʊli]	felizmente, con éxito	<i>market</i>	[ˈsju:pəˈma:kit]	supermercado
<i>successor</i>	[səkˈsesə(r)]	sucesor, here- dero	<i>supervision</i>	[ˈsju:pəˈviʒən]	fiscalización, inspección
<i>such</i>	[sʌtʃ]	semejante, tal	<i>supper</i>	[ˈsʌpə(r)]	cena
<i>suck</i>	[sʌk]	v. r.	<i>supper</i>	[ˈsʌpə(r)]	v. r.
<i>sucker</i>	[ˈsʌkə(r)]	succionador, ventosa	<i>supplies</i>	[səˈplaɪz]	viveres, suministros
<i>sudden</i>	[ˈsʌdən]	repentino, imprevisto	<i>supply</i>	[səˈplaɪ]	v. r.
<i>suddenly</i>	[ˈsʌdənli]	de repente	<i>support</i>	[səˈpɔ:t]	v. r.
			<i>support</i>	[səˈpɔ:t]	apoyo, ayuda
			<i>supporting</i>	[səˈpɔ:tɪŋ]	secundario
			<i>suppose</i>	[səˈpəʊz]	v. r.

<i>suppress</i>	[sə'pres]	v. r.	<i>switch</i>	[switʃ]	v. r.
<i>sure</i>	[ʃuə(r)]	seguro, cierto	<i>switch</i>	[switʃ]	llave,
<i>surf</i>	[sə:f]	resaca,			conmutador
		marejada	<i>switch off</i>	[ʃwitʃ 'ɒf]	desconectar,
<i>surface</i>	[ʃsə:fis]	superficie			desenchu-
<i>surgeon</i>	[ʃsə:dʒən]	cirujano	<i>switch on</i>	[ʃwitʃ 'ɒn]	far
<i>surgery</i>	[ʃsə:dʒəri]	consulta del			conectar,
		médico	<i>sword</i>	[so:d]	enchufar
<i>surgical</i>	[ʃsə:dʒikəl]	quirúrgico	<i>sword</i>	[so:d]	espada
<i>surpass</i>	[sə:'pa:s]	v. r.	<i>swordsman</i>	[ʃso:dzmən]	tirador de
<i>surpassed</i>	[sə:'pa:st]	aventajado,			espada
		superado	<i>symbol</i>	[ʃsɪmbəl]	símbolo,
<i>surprise</i>	[sə'praɪz]	v. r.			emblema
<i>surprise</i>	[sə'praɪz]	sorpresa	<i>system</i>	[ʃsɪstɪm]	sistema
<i>surround</i>	[sə'raʊnd]	v. r.	<i>syrup</i>	[ʃsɪrəp]	jarabe
<i>survey</i>	[ʃsə:veɪ]	inspección,			
		examen			
<i>survive</i>	[sə'vaɪv]	v. r.		— T —	
<i>suspect</i>	[səs'pekt]	v. r.	<i>table</i>	[ʃteɪbl]	mesa
<i>suspicion</i>	[səs'pɪʃən]	sospecha	<i>table-land</i>	[ʃteɪbl-land]	altiplanicie,
<i>suspicious</i>	[səs'pɪʃəs]	suspica, re-			meseta
		celoso	<i>tail</i>	[teɪl]	cola, rabo
<i>sustain</i>	[səs'teɪn]	v. r.	<i>tailor</i>	[ʃteɪlə(r)]	sastre
<i>sustained</i>	[səs'teɪnd]	sostenido,	<i>tailor's</i>	[ʃteɪləz]	sastrería
		mantenido	<i>take</i>	[teɪk]	v. i.
<i>swallow</i>	[ʃswoləʊ]	v. r.	<i>take a city</i>	[ʃteɪk ə 'sɪti]	tomar una
<i>swampy</i>	[ʃswɒmpi]	pantano, cenagoso			ciudad
<i>swan</i>	[swɒn]	cisne	<i>take a</i>		
<i>swear</i>	[swɛə(r)]	v. i.	<i>polish</i>	[ʃteɪk ə 'pɒlɪʃ]	coger brillo
<i>sweat</i>	[swet]	v. i.	<i>take away</i>	[ʃteɪk ə 'weɪ]	quitar, llevarse
<i>sweat</i>	[swet]	sudor, exu-	<i>take care</i>	[ʃteɪk 'keə(r)]	tener cuidado
		dación	<i>take down</i>	[ʃteɪk 'daʊn]	bajar, apuntar
<i>sweep</i>	[swi:p]	v. i.	<i>take hold of</i>	[ʃteɪk 'həʊld əv]	agarrarse a
<i>sweepstake</i>	[ʃswi:p-steɪk]	cuadro de ca-			
		ballos	<i>take into</i>		
<i>sweet</i>	[swi:t]	dulce (a.)	<i>account</i>	[ʃteɪk ɪntu ə'kaʊnt]	tomar en
<i>sweet</i>	[swi:t]	dulce, postre			considera-
<i>swell</i>	[swel]	v. i.	<i>take it in</i>		ción
<i>swift</i>	[swɪft]	veloz	<i>turns</i>	[ʃteɪk ɪt ɪn 'tɜ:nz]	hacerlo por
<i>swiftly</i>	[ʃswɪftli]	velozmente			turnos
<i>swim</i>	[swɪm]	v. i.	<i>take notice</i>	[ʃteɪk 'nəʊtɪs]	darse por
<i>swimming-</i>					enterado
<i>pool</i>	[ʃswɪmɪŋpu:l]	piscina	<i>take off</i>	[ʃteɪk 'ɒf]	quitarse una
<i>swine</i>	[swaɪn]	cerdo,			prenda,
		cochino (n.)			despegar
<i>swing</i>	[swɪŋ]	v. i.			un avión
<i>swing open</i>	[ʃswɪŋ 'əʊpən]	hacer girar			
		abriendo			

<i>take one's chance</i>	['teik 'wʌnz 'tʃa:ns]	aventurarse, intentar	<i>telescope</i>	['teliskəʊp]	telescopio
<i>take out</i>	['teik 'aʊt]	sacar, obtener	<i>television</i>	['teliviʒən]	televisión
<i>take time</i>	['teik 'taim]	costar, llevar tiempo	<i>tell</i>	[tel]	v. i.
<i>tale</i>	[teil]	cuento, narración	<i>tell lies</i>	['tel 'laiz]	decir menti- ras
<i>talent</i>	['talənt]	talento, capacidad	<i>tell the time</i>	['tel ðə 'taim]	decir la hora
<i>talk</i>	[to:k]	v. r.	<i>temperate</i>	['tempərit]	templado
<i>talk</i>	[to:k]	charla, con- versación	<i>temperature</i>	['tempɹɪtʃə(r)]	temperatura
<i>talon</i>	['talən]	garra	<i>tempest</i>	['tempɪst]	tempestad
<i>tall</i>	[to:l]	alto	<i>tempt</i>	[tɛmpt]	v. r.
<i>tank</i>	[tʌŋk]	tanque, depósito	<i>temptation</i>	[temp'teɪʃən]	tentación
<i>tap</i>	[tap]	grifo, espita	<i>templing</i>	['temptɪŋ]	tentador, atractivo
<i>tardily</i>	['ta:dili]	tardíamente	<i>ten</i>	[ten]	diez
<i>target</i>	['ta:ɡɪt]	blanco, objetivo	<i>tender</i>	['tendə(r)]	delicado, blando, tierno
<i>task</i>	[ta:sk]	tarea, trabajo	<i>tennis</i>	['tenɪs]	tenis
<i>taste</i>	[teɪst]	v. r.	<i>tent</i>	[tent]	tienda de campana
<i>taste</i>	[teɪst]	sabor, gusto	<i>term</i>	[tə:m]	término, plazo
<i>taxi</i>	['taksi]	taxi	<i>terminal</i>	['tə:mi:n]	estación terminal
<i>taxi-driver</i>	['taksi- 'draɪvə(r)]	taxista	<i>terrestrial</i>	[ti'restriəl]	terrestre, terráqueo
<i>tea</i>	[ti:]	té	<i>terrible</i>	['terɪbl]	terrible
<i>tea-cup</i>	['ti:kʌp]	taza de té	<i>terribly</i>	['terɪbli]	terriblemente
<i>tea-pot</i>	['ti:pɒt]	tetera	<i>terror</i>	['terə(r)]	espanto, te- rror
<i>tea-set</i>	['ti:-set]	juego de té	<i>test</i>	[test]	prueba, examen
<i>teashop</i>	['ti:ʃɒp]	sala de té	<i>— th</i>	[— θ]	(sufijo)
<i>teach</i>	[ti:tʃ]	v. i.	<i>than</i>	[ðan/ðən]	que (conj. compara- tiva)
<i>teacher</i>	['ti:tʃə(r)]	profesor	<i>thank</i>	[θʌŋk]	v. r.
<i>team</i>	[ti:m]	equipo	<i>thankful</i>	['θʌŋkful]	agradecido
<i>tear off</i>	['teər 'ɒf]	arrancar, quitar	<i>thanks</i>	[θʌŋks]	gracias
<i>tears</i>	[tiəz]	lágrimas	<i>thank you</i>	['θʌŋk ju]	gracias
<i>tease</i>	[ti:z]	v. r.	<i>that</i>	[ðat/ðæt]	a. demostra- tivo
<i>technical</i>	['teknikəl]	técnico (a.)	<i>that</i>	[ðat/ðæt]	conjunción y p. relativo
<i>tedious</i>	['ti:dʒəs]	fastidioso, pe- sado	<i>thatch</i>	[θatʃ]	v. r.
<i>teeth</i>	[ti:θ]	dientes	<i>that's</i>	[ðats]	<i>that is</i>
<i>telegram</i>	['telɪɡrəm]	telegrama	<i>that way</i>	['ðat 'wei]	por ahí, allá
<i>telephone</i>	['telɪfəʊn]	teléfono			
<i>telephone</i>	['telɪfəʊn]	v. r.			
<i>telephony</i>	[ti'lefəni]	telefonía			

<i>thaw</i>	[θo:]	deshielo	<i>thereby</i>	['ðeə'bai]	de este modo
<i>the</i>	[ði:/ðə/ði]	el, la, lo, los, las	<i>therefore</i>	['ðeəfo:(r)]	por lo tanto
<i>the answers</i> <i>are in</i> <i>brackets</i>	[ði 'a:nsəz ər in 'brakits]	las contesta- ciones es- tán en pa- réntesis	<i>thermo- dynamics</i>	['θə:məudai- 'namiks]	la termodiná- mica
<i>the follow- ing</i> <i>questions</i>	[ðə 'foləuiŋ 'kwɛstʃənz]	las preguntas siguientes	<i>thermo- meter</i>	[θə'momitə(r)]	termómetro
<i>the missing</i> <i>words</i>	[ðə 'misiŋ 'wə:dz]	las palabras que faltan	<i>these</i>	[ði:z]	éstos, éstas
<i>the more...</i> <i>the more</i>	[ðə 'mo:(r)... ðə 'mo:(r)]	cuanto más... tanto más	<i>they</i>	[ðei]	ellos, ellas
<i>theatre</i>	['θiətə(r)]	teatro	<i>they'd</i>	[ðeid]	<i>they had,</i> <i>they would</i>
<i>theft</i>	[θeft]	robo	<i>they're</i>	[ðeɪə(r)]	<i>they are</i>
<i>their</i>	[ðeə(r)]	a. posesivo	<i>they've</i>	[ðeiv]	<i>they have</i>
<i>theirs</i>	[ðeəz]	p. posesivo	<i>thick</i>	[θik]	espeso, grueso
<i>them</i>	[ðem/ðəm]	ob. de <i>they</i>	<i>thickness</i>	['θiknis]	espesor, gro- sor
<i>theme</i>	[θi:m]	tema, asunto	<i>thief</i>	[θi:f]	ladrón
<i>themselves</i>	[ðəm'selvz]	se (ellos mismos)	<i>thigh</i>	[θai]	muslo
<i>then</i>	[ðen]	luego, entonces	<i>thin</i>	[θin]	delgado
<i>thence</i>	[ðens]	desde allí, desde en- tonces, por eso	<i>thing</i>	[θiŋ]	cosa
<i>theory</i>	['θiəri]	teoría	<i>think</i>	[θiŋk]	v. i.
<i>there</i>	[ðeə(r)/ðə(r)]	allí, allá	<i>third</i>	[θə:d]	tercero
<i>therein</i>	[ðeər'in]	en esto, en eso	<i>thirst</i>	[θə:st]	sed, ansia
<i>there's</i>	[ðeəz/ðəz]	<i>there is</i>	<i>thirsty</i>	['θə:sti]	sediento
<i>there is, are</i>	[ðeəriz/ðəriz/ ðeərə(r)/ ðərə(r)]	hay	<i>thirty</i>	['θə:ti]	treinta
<i>there was,</i> <i>were</i>	[ðeəwəz/ ðəwəz/ ðeəwə(r)/ ðəwə(r)]	había, hubo	<i>this</i>	[ðis]	este, esta, esto
			<i>this way</i>	['ðis 'wei]	por aquí
			<i>thorough</i>	['θərə]	perfecto, acabado
			<i>thoroughly</i>	['θərəli]	enteramente, del todo
			<i>those</i>	[ðəuz]	esos, as; aquellos, as
			<i>though</i>	[ðəu]	aunque
			<i>thought</i>	[θo:t]	pensamiento
			<i>thousand</i>	['θauzənd]	mil, millar
			<i>thread</i>	[θred]	hilo, fibra
			<i>threat</i>	[θret]	amenaza
			<i>threaten</i>	['θretn]	v. r.
			<i>thriving</i>	['θraivɪŋ]	próspero, floreciente
			<i>three</i>	[θri:]	tres
			<i>throat</i>	[θrəut]	garganta, cuello
			<i>through</i>	[θru:]	por, a través
			<i>throughout</i>	[θru:'aut]	por todo
			<i>throw</i>	[θrəu]	v. i.

<i>throw away</i>	[ˈθrəu əˈwei]	arrojar, tirar	<i>toast</i>	[təʊst]	brindis,
<i>thrust</i>	[θrʌst]	v. r.			tostada
<i>thrust</i>	[θrʌst]	empuje, arre-	<i>tobacco</i>	[təˈbækəu]	tabaco
		metida, em-	<i>today</i>	[tuˈdeɪ]	hoy
		pujón	<i>toe</i>	[təu]	dedo del pie
<i>Thursday</i>	[ˈθɜːzdi]	jueves	<i>together</i>	[tuˈgəðə(r)]	juntos, junta-
<i>thumb</i>	[θʌm]	pulgar			mente
<i>thunder</i>	[ˈθʌnðə(r)]	trueno	<i>to himself</i>	[tu himˈself]	a sí mismo,
<i>thunderous</i>	[ˈθʌnðərəs]	atronador,			a él
		tronador	<i>toilfully</i>	[ˈtoɪlfəli]	trabajosamen-
<i>thunder-</i>					te
<i>storm</i>	[ˈθʌnðə-sto:m]	tormenta	<i>tomahawk</i>	[ˈtɒməho:k]	hacha de gue-
<i>thus</i>	[ðʌs]	así, de este			rra de los
		modo			indios
<i>ticket</i>	[ˈtɪkɪt]	billete, boleto	<i>tomato</i>	[təˈma:təu]	tomate
<i>tide</i>	[taɪd]	marea, flujo	<i>tom-cat</i>	[ˈtɒmˈkʌt]	gato
<i>tidy</i>	[ˈtaɪdi]	aseado,	<i>tomorrow</i>	[təˈmɒrəu]	mañana
		limpio			(adv.)
<i>tidy</i>	[ˈtaɪdi]	v. r.	<i>ton</i>	[tʌn]	tonelada
<i>tidying-up</i>	[ˈtaɪdiɪŋ ˈʌp]	limpieza, aseo	<i>tonge</i>	[tʌŋ]	lengua
<i>tie</i>	[taɪ]	v. r.	<i>tonight</i>	[tuˈnaɪt]	esta noche
<i>tie</i>	[taɪ]	corbata	<i>too</i>	[tu:]	demasiado
<i>tiger</i>	[ˈtaɪgə(r)]	tigre	<i>too</i>	[tu:]	también
<i>tight</i>	[taɪt]	apretado,	<i>tool</i>	[tu:l]	herramienta
		estrecho	<i>tooth</i>	[tu:θ]	diente
<i>tigress</i>	[ˈtaɪgrɪs]	tigresa	<i>top</i>	[tɒp]	parte supe-
<i>tile</i>	[taɪl]	teja, baldosa			rior, cima
<i>till</i>	[tɪl]	until, hasta	<i>topic</i>	[ˈtɒpɪk]	tópico, sujeto,
<i>timbered</i>	[ˈtɪmbəd]	arbolado, en-			tema
		maderado	<i>torrent</i>	[ˈtɒrənt]	torrente, rau-
<i>time</i>	[taɪm]	vez, hora,			dal
		tiempo	<i>toss</i>	[tɒs]	v. r.
<i>tin</i>	[tɪn]	lata, estaño	<i>touch</i>	[tʌtʃ]	v. r.
<i>tiny</i>	[ˈtaɪni]	diminuto	<i>touching</i>	[ˈtʌtʃɪŋ]	enternecedor,
		chiquito,			conmove-
		breve			dor
<i>tip</i>	[tɪp]	propina,	<i>tough</i>	[tʌf]	fuerte, resis-
		punta			tante, tenaz
<i>tire</i>	[ˈtaɪə(r)]	v. r.	<i>tour</i>	[tuə(r)]	gira, viaje
<i>tired of</i>	[ˈtaɪəd əv]	cansado de	<i>tourist</i>	[ˈtuəɪst]	turista
<i>title</i>	[ˈtaɪtl]	título	<i>tournament</i>	[ˈtuənəmənt]	torneo, justa
<i>to</i>	[tu:/tu/tə]	a, para, que	<i>towards</i>	[təˈwɜːdz]	hacia
<i>to all</i>			<i>towel</i>	[ˈtauəl]	toalla
<i>appearances</i>	[tu ˈo:l		<i>tower</i>	[ˈtauə(r)]	torre
	əˈpiərənsɪz]	en todos los	<i>town</i>	[taun]	ciudad
		aspectos	<i>Town-</i>		
<i>to the un-</i>			<i>Council</i>	[ˈtaun ˈkaunsɪl]	Concejo
<i>aided eye</i>	[tu di ˈʌnˈeɪdɪd		<i>toy</i>	[tɔɪ]	juguete
	ˈaɪ]	a simple vista	<i>trace</i>	[treɪs]	v. r.



<i>trace</i>	[treis]	señal, rasgo, vestigio	<i>trick</i>	[trik]	v. r.
<i>track</i>	[trak]	huella, pista	<i>trip</i>	[trip]	excursión
<i>tractor</i>	[ˈtraktə(r)]	tractor	<i>tropic</i>	[ˈtropik]	trópico
<i>trade</i>	[treid]	comercio, industria	<i>troposphere</i>	[ˈtropəʊsfɪə(r)]	troposfera
<i>trader</i>	[ˈtreidə(r)]	negociante, comer- ciante	<i>trouble</i>	[ˈtrabl]	v. r.
<i>tradesman</i>	[ˈtreidzmən]	mercader, industrial	<i>trouble</i>	[ˈtrabl]	molestia, in- conveniente
<i>tradition</i>	[trəˈdiʃən]	tradición	<i>troublesome</i>	[ˈtrəblsəm]	molesto, pesado
<i>traffic</i>	[ˈtrafik]	tráfico	<i>trousers</i>	[ˈtrauzəz]	pantalones
<i>traffic lights</i>	[ˈtrafik ˈlaits]	semáforos	<i>true</i>	[tru:]	cierto, verdadero
<i>tragedy</i>	[ˈtrædʒidi]	tragedia	<i>trunk</i>	[trʌŋk]	baúl, trompa de elefante
<i>train</i>	[trein]	tren, procesión	<i>trunnion</i>	[ˈtrʌnjən]	soporte giratorio, muñón
<i>train</i>	[trein]	v. r.	<i>trust</i>	[trʌst]	v. r.
<i>tram</i>	[tram]	tranvía	<i>trust</i>	[trʌst]	confianza
<i>transfer</i>	[transˈfə:(r)]	v. r.	<i>trustworthy</i>	[ˈtrʌstwə:ði]	fiable, fidedigno
<i>transfusion</i>	[transˈfju:ʒən]	transfusión	<i>truth</i>	[tru:θ]	verdad
<i>translate</i>	[transˈleit]	v. r.	<i>truthful</i>	[ˈtru:θfʊl]	verídico
<i>translation</i>	[transˈleiʃən]	traducción	<i>try</i>	[traɪ]	veraz
<i>transmit</i>	[tranzˈmit]	v. r.	<i>try on</i>	[ˈtraɪ ˈon]	v. r.
<i>trap</i>	[trap]	v. r.	<i>trypano-</i>		
<i>trap</i>	[trap]	trampa, cepo	<i>some</i>	[ˈtripənəsəʊm]	tripanosoma
<i>trapped</i>	[trapt]	atrapado	<i>Tuesday</i>	[ˈtju:zdi]	martes
<i>travel</i>	[ˈtravəl]	v. r.	<i>tune</i>	[tju:n]	melodía
<i>travelled</i>	[ˈtravəld]	que ha viaja- do mucho	<i>tunnel</i>	[ˈtʌnəl]	túnel
<i>traveller</i>	[ˈtravələ(r)]	viajero	<i>Turkey</i>	[ˈtə:ki]	Turquía
<i>travellers'</i>			<i>turkey</i>	[ˈtə:ki]	pavo
<i>cheques</i>	[ˈtravələz ˈtʃeks]	cheques de viajeros	<i>Turkish</i>	[ˈtə:kɪʃs]	turco (a.)
<i>tray</i>	[trei]	bandeja	<i>Turks</i>	[tə:ks]	turcos
<i>treasure</i>	[ˈtreʒə(r)]	tesoro	<i>turn</i>	[tə:n]	v. r.
<i>treat</i>	[tri:t]	v. r.	<i>turn</i>	[tə:n]	turno, vez
<i>treatment</i>	[ˈtri:tmənt]	tratamiento, trato	<i>turn into</i>	[ˈtə:n ˈintu]	transformar, transfor- marse
<i>treaty</i>	[ˈtri:ti]	tratado, con- venio	<i>turn off</i>	[ˈtə:n ˈof]	desenchufar, quitar
<i>tree</i>	[tri:]	árbol	<i>turn on</i>	[ˈtə:n ˈon]	enchufar, conectar
<i>tremendous</i>	[triˈmendəs]	tremendo, formidable	<i>turret</i>	[ˈtʌrit]	torre blindada
<i>trial</i>	[ˈtraɪəl]	juicio, vista, prueba	<i>T V set</i>	[ˈti: ˈvi: ˈset]	aparato de televisión
<i>tribe</i>	[traib]	tribu	<i>twelve</i>	[twelv]	doce
<i>trick</i>	[trik]	truco, engaño	<i>twenty</i>	[ˈtwenti]	veinte

<i>twice</i>	[ˈtwais]	dos veces	<i>uneven</i>	[ˈʌnˈi:vən]	desigual,
<i>twilight</i>	[ˈtwaɪlaɪt]	crepúsculo			escabroso
<i>twin</i>	[ˈtwin]	vespertino	<i>unfasten</i>	[ˈʌnˈfa:sn]	v. r.
<i>twinkle</i>	[ˈtwɪŋkl]	gemelo, igual	<i>unfold</i>	[ˈʌnˈfəʊld]	v. r.
<i>twisting</i>	[ˈtwɪstɪŋ]	v. r.	<i>unforgettable</i>	[ˈʌn-fəˈɡətəbl]	inolvidable
		torsionador	<i>unfortunate</i>	[ʌnˈfo:tʃənɪt]	desafortu-
		(a.)			nado
<i>two</i>	[tu:]	dos	<i>ungrateful</i>	[ʌnˈɡreɪtful]	desagradeci-
<i>twofold</i>	[ˈtu:-fəʊld]	doble			do, ingrato
<i>type</i>	[taɪp]	v. r.	<i>unhappy</i>	[ʌnˈhapi]	infeliz, infor-
<i>type-</i>					tunado
<i>foundry</i>	[ˈtaɪpˈfaʊndrɪ]	fundición de	<i>uniform</i>	[ˈju:nɪfo:m]	uniforme
		tipos	<i>unimpaired</i>	[ˈʌnɪmˈpeəd]	intacto, ileso
<i>typewrite</i>	[ˈtaɪp-raɪt]	v. r.	<i>unite</i>	[ju:ˈnaɪt]	v. r.
<i>typewriter</i>	[ˈtaɪpˈraɪtə(r)]	máquina de	<i>unity</i>	[ˈju:nɪti]	unidad
		escribir	<i>university</i>	[ju:niˈvɜ:sɪti]	universidad
<i>typist</i>	[ˈtaɪpɪst]	mecanógrafo	<i>unknown</i>	[ˈʌnˈnəʊn]	desconocido,
<i>tyre</i>	[ˈtaɪə(r)]	cubierta,			ignorado
		caucho			
— U —					
<i>udder</i>	[ˈʌdə(r)]	ubre	<i>unless</i>	[ʌnˈles]	a menos que
<i>ugly</i>	[ˈʌɡli]	feo	<i>unloading</i>	[ˈʌnˈləʊdɪŋ]	descarga
<i>umbrella</i>	[ʌmˈbrelə]	paraguas	<i>university</i>	[ju:niˈvɜ:sɪti]	universidad
<i>un —</i>	[ʌn—]	(prefijo)	<i>unpack</i>	[ˈʌnˈpæk]	v. r.
<i>unable</i>	[ˈʌnˈeɪbl]	incapaz	<i>unpleasant</i>	[ʌnˈpleznt]	desagradable
<i>unarmed</i>	[ˈʌnˈa:md]	desarmado	<i>unquestionable</i>	[ʌnˈkwestʃənəbl]	incuestiona-
<i>unbeliev-</i>					ble, induda-
<i>able</i>	[ʌnbiˈli:vəbl]	increíble	<i>unravel</i>	[ʌnˈravəl]	v. r.
<i>unbroken</i>	[ʌnˈbrəʊkən]	intacto,	<i>unskilled</i>	[ˈʌn-skɪld]	sin prepara-
		entero			ción, inex-
<i>uncle</i>	[ˈʌŋkl]	tío			perto
<i>uncomfort-</i>			<i>unsuccess-</i>		
<i>able</i>	[ʌnˈkʌmfətəbl]	incómodo	<i>ful</i>	[ˈʌn-səkˈsesful]	sin éxito, des-
<i>unconfirm-</i>					afortunado
<i>ed</i>	[ˈʌn-kənˈfə:md]	no confir-	<i>unsuspi-</i>		
		mado	<i>cious</i>	[ˈʌn-səsˈpiʃəs]	no sospechoso
<i>under</i>	[ˈʌndə(r)]	debajo de	<i>until = till</i>	[ʌnˈtɪl = tɪl]	hasta
<i>under-</i>			<i>unwind</i>	[ˈʌnˈwaɪnd]	v. i.
<i>ground</i>	[ˈʌndəgraʊnd]	subterráneo,	<i>up</i>	[ʌp]	arriba
		“Metro”	<i>uphill</i>	[ˈʌpˈhɪl]	cuesta arriba
<i>undermine</i>	[ʌndəˈmain]	v. r.	<i>apon = on</i>	[əˈpɒn = ɒn]	en, sobre
<i>underneath</i>	[ʌndəˈni:θ]	debajo, bajo	<i>upper</i>	[ˈʌpə(r)]	superior, más
<i>understand</i>	[ʌndəˈstand]	v. i.			elevado
<i>undertake</i>	[ʌndəˈteɪk]	v. i.	<i>upright</i>	[ˈʌpˈraɪt]	derecho,
<i>undertaking</i>	[ʌndəˈteɪkɪŋ]	empresa			vertical
<i>underwear</i>	[ˈʌndəweə(r)]	ropa interior	<i>uproar</i>	[ˈʌpro:(r)]	alteración
<i>unemployed</i>	[ˈʌnɪmˈplɔɪd]	desocupado,			violenta,
		ocioso			conmoción

<i>upset</i>	[ʌp'set]	alterar, invertir	<i>valley</i>	['vali]	valle
<i>upside- down</i>	['ʌpsaid'daun]	al revés, invertido	<i>valuable</i>	['valjuəbl]	valioso, costoso
<i>upstairs</i>	['ʌp'steəz]	arriba, en el piso de arriba	<i>value</i>	['valju:]	valor, precio
<i>upturned</i>	['ʌp'tə:nd]	vuelto hacia arriba	<i>value</i>	['valju:]	v. r.
<i>urge</i>	[ə:dʒ]	y. r.	<i>vane</i>	[veɪn]	aleta
<i>urgent</i>	['ə:dʒənt]	urgente	<i>vanish</i>	['vaniʃ]	v. r.
<i>urgently</i>	['ə:dʒəntli]	urgentemente	<i>vaporize</i>	['veɪpəraɪz]	v. r.
<i>us</i>	[ʌs/əs/s]	ob. de <i>we</i>	<i>variation</i>	[vəəri'eiʃən]	variación, alteración
<i>use</i>	[ju:z]	v. r.	<i>variety</i>	[və'raɪəti]	variedad
<i>use</i>	[ju:s]	servicio, utili- dad, uso	<i>various</i>	['vɛəriəs]	varios, diver- sos
<i>use up</i>	['ju:z 'ʌp]	consumir, gastar	<i>varnish</i>	['va:nɪʃ]	v. r.
<i>used to</i>	['ju:st tu]	acostumbra- do a	<i>varnish</i>	['va:nɪʃ]	varniz
<i>useful</i>	['ju:sfʊl]	útil	<i>vary</i>	['vɛəri]	v. r.
<i>useless</i>	['ju:slɪs]	inútil, inservible	<i>varying</i>	['vɛəriɪŋ]	diverso, dis- tinto
<i>uselessness</i>	['ju:slɪsnɪs]	inutilidad	<i>vase</i>	[va:z]	florero, vaso
<i>usher</i>	['ʌʃə(r)]	acomodador	<i>vassal</i>	['vasəl]	vasallo, súb- dito
<i>usual</i>	['ju:ʒuəl]	usual, común	<i>vast</i>	[va:st]	inmenso,
<i>usually</i>	['ju:ʒuəli]	usualmente	<i>vastness</i>	['va:stnɪs]	inmensidad
<i>utterly</i>	['ʌtəli]	completa- mente	<i>veal</i>	[vi:l]	carne de ternera
— V —			<i>vegetable</i>	['vedʒɪtəbl]	vegetal
			<i>vegetables</i>	['vedʒɪtəblz]	verduras
			<i>veil</i>	[veil]	velo, máscara
			<i>veneration</i>	[venə'reɪʃən]	veneración, respeto
			<i>Venezuelan</i>	[vene'zweɪlən]	zenezolano
<i>vacant</i>	['veɪkənt]	vacío, libre	<i>Venice</i>	['venɪs]	Venecia
<i>vacation</i>	[və'keɪʃən]	vacación, asunto, fiesta	<i>venture</i>	['ventʃə(r)]	v. r.
<i>vaccination</i>	[vaksi'neiʃən]	vacuna (me- dicamento)	<i>venture</i>	['ventʃə(r)]	v. r.
<i>vacuity</i>	[va'kjuɪti]	vacuidad	<i>venture- some</i>	['ventʃəsəm]	aventurado, osado
<i>vacuum- cleaner</i>	['vakjuəm- 'kli:nə(r)]	aspiradora	<i>verb</i>	[və:b]	verbo
<i>vague</i>	[veɪg]	vago, indefi- nido	<i>versed</i>	[və:st]	versado, prác- tico
<i>vainly</i>	['veɪnli]	inútilmente, vanamente	<i>vertebrate</i>	['və:tibreɪt]	vertebrado
<i>vale</i>	[veil]	valle, cañada	<i>very</i>	['veri]	muy
			<i>very</i>	['veri]	muy, mismo, idéntico
			<i>vessel</i>	['vesl]	vasija, barco
			<i>viceroy</i>	['vais-roi]	virrey
			<i>viands</i>	['vai-əndz]	provisiones, comida
			<i>victim</i>	['vɪktɪm]	víctima

<i>victorious</i>	[vik'to:riəs]	victorioso	<i>walk</i>	[wo:k]	paseo, caminata
<i>victory</i>	[viktəri]	victoria	<i>walk about</i>	['wo:k ə'baut]	vagar, deambular
<i>victuals</i>	[vɪtlz]	víveres, provisiones	<i>wall</i>	[wo:l]	pared, muro
<i>view</i>	['vju:]	vista, panorama	<i>wander</i>	['wɒdə(r)]	v. r.
<i>vigorously</i>	['vɪgərəsli]	vigorosamente	<i>want</i>	[wɒnt]	v. r.
<i>village</i>	['vɪlɪdʒ]	pueblo, aldea	<i>want</i>	[wɒnt]	necesidad, carencia
<i>violent</i>	['vaɪələnt]	violento, fuerte	<i>war</i>	[wo:(r)]	guerra
<i>violin</i>	['vaɪə'lin]	violín	— <i>wards</i>	[— wɒdz]	(sufijo)
<i>visit</i>	['vɪzɪt]	v. r.	<i>warfare</i>	['wo:fɛə(r)]	guerra
<i>visit</i>	['vɪzɪt]	visita	<i>warm</i>	[wo:m]	caliente, templado
<i>visitor</i>	['vɪzɪtə(r)]	visita, visitador	<i>warm</i>	[wo:m]	v. r.
<i>vivid</i>	['vɪvɪd]	vivo, intenso	<i>warn</i>	[wo:n]	v. r.
<i>vociferate</i>	[vəu'sɪfəreɪt]	v. r.	<i>warped</i>	[wo:pt]	encorvado
<i>voice</i>	[voɪs]	voz	<i>warrior</i>	['wɒriə(r)]	guerrero
<i>volcano</i>	[vɒl'keɪnəu]	volcán	<i>was</i>	[wɒz/wəz]	de <i>to be</i>
<i>volume</i>	['vɒljum]	tomo, volumen	<i>wash</i>	[wɒʃ]	v. r.
<i>voluminous</i>	[vɒ'lju:minəs]	voluminoso, abultado	<i>washing-machine</i>	['wɒʃɪŋ'məʃɪŋ]	lavadora
<i>volunteer</i>	[vɒlən'tɪə(r)]	voluntario	<i>washing-up</i>	['wɒʃɪŋ'ʌp]	ropa lavada o para el lavado
<i>vote</i>	[vəʊt]	voto, sufragio	<i>wash up</i>	['wɒʃ 'ʌp]	v. r.
<i>vow</i>	[vaʊ]	promesa	<i>wasn't</i>	['wɒzənt]	<i>was not</i>
<i>voyage</i>	['vɔɪɪdʒ]	viaje por mar	<i>waste</i>	[weɪst]	v. r.
<i>voyage</i>	['vɔɪɪdʒ]	v. r.	<i>waste</i>	[weɪst]	desperdicios, escombros

— W —

<i>wages</i>	['weɪdʒɪz]	salario, jornal	<i>waste-paper basket</i>	[weɪst'peɪpə'ba:skɪt]	papelera
<i>waist</i>	[weɪst]	cintura	<i>watch</i>	[wɒtʃ]	v. r.
<i>wait</i>	[weɪt]	v. r.	<i>watch</i>	[wɒtʃ]	reloj
<i>waiter</i>	['weɪtə(r)]	camarero, mesonero	<i>watchman</i>	['wɒtʃmən]	vigilante, guardián
<i>waiting-hall</i>	['weɪtɪŋho:l]	salón de espera	<i>water</i>	['wo:tə(r)]	v. r.
<i>waiting-room</i>	['weɪtɪŋrum]	sala de espera	<i>water</i>	['wo:tə(r)]	agua
<i>waitress</i>	['weɪtrɪs]	camarera, mesonera	<i>water supply</i>	['wo:təsə'plai]	suministro de agua
<i>wake</i>	[weɪk]	v. r.	<i>wave</i>	[weɪv]	v. r.
<i>wake up</i>	['weɪk 'ʌp]	despertar, despertarse	<i>wave</i>	[weɪv]	ola, onda
<i>Wales</i>	[weɪlz]	Gales	<i>wavering</i>	['weɪvərɪŋ]	irresoluto, inconstante
<i>walk</i>	[wo:k]	v. r.	<i>wax</i>	[waks]	cera
			<i>vay</i>	[wei]	camino, forma, modo

<i>waylay</i>	[wei'lei]	v. r.	<i>west</i>	[west]	oeste
<i>way out</i>	[wei 'aut]	salida	<i>westerly</i>	['westəli]	hacia el oeste
<i>we</i>	[wi:/wi]	nosotros, as	<i>western</i>	['westən]	occidental
<i>weak</i>	[wi:k]	débil	<i>wet</i>	[wet]	mojado, hú- medo
<i>weaken</i>	['wi:kən]	v. r.			
<i>weakness</i>	['wi:knis]	debilidad, flaqueza	<i>wet</i>	[wet]	v. r.
		riqueza, pros- peridad	<i>we've</i>	[wi:v]	<i>we have</i>
<i>wealth</i>	[welθ]	rico, adine- rado	<i>whale</i>	[weil]	ballena
		arma	<i>whale-bone</i>	['weilbəun]	ballena o bar- ba de ba- llena
<i>weapon</i>	['wepən]	v. i.	<i>wharf</i>	[wo:f]	muelle, em- barcadero
<i>wear</i>	[wɛə(r)]	desgastarse, estropearse	<i>what?</i>	[wot?]	¿qué?
<i>wear out</i>	['wɛər 'aut]	cansado, fati- gado	<i>what</i>	[wot]	lo que
<i>weary</i>	['wiəri]	tiempo at- mosférico	<i>what a...</i>	['wot ə...]	que ... tan
<i>weather</i>	['weðə(r)]	<i>we had, we</i> <i>would</i>	<i>whatever</i>	[wot'evə(r)]	lo que quiera que
<i>we'd</i>	[wi:d]	boda, matri- monio	<i>what is... like?</i>	['wot is... 'like?]	¿cómo es...?
<i>wedding</i>	['wediŋ]	pastel o torta de boda	<i>what's</i>	[wots]	<i>what is</i> trigo
<i>wedding cake</i>	['wediŋ-keik]	vestido de boda	<i>wheat</i>	[wi:t]	v. r.
		regalo de boda	<i>wheel</i>	[wi:l]	rueda, engra- naje
<i>wedding- dress</i>	['wediŋdres]	anillo nupcial	<i>wheel</i>	[wi:l]	
<i>wedding- present</i>	['wediŋ- 'prezənt]	calzado, su- jeto	<i>wheeled- basket</i>	['wi:ld'ba:skit]	carrito
		miércoles	<i>when</i>	[wen]	cuando
<i>wedding- ring</i>	['wediŋriŋ]	mala hierba	<i>whenever</i>	[wen'evə(r)]	siempre que
<i>wedged</i>	[wedʒd]	semana	<i>where</i>	[wɛə(r)]	donde
		v. i.	<i>where...</i> <i>from?</i>	['wɛə(r)... from?]	de donde...
<i>Wednesday</i>	['wenzdi]	v. r.	<i>whether</i>	['weðə(r)]	si (conjun- ción)
<i>weed</i>	[wi:d]	peso			
<i>week</i>	[wi:k]	bien, sano	<i>which?</i>	[witʃ?]	¿cuál, cuáles?
<i>weep</i>	[wi:p]	pozo, fuente	<i>which</i>	[witʃ]	el cual, que
<i>weigh</i>	[wei]	rico, acomodo- dado	<i>while</i>	[wail]	mientras, rato
<i>weight</i>	[weit]	de <i>to be</i>	<i>whip</i>	[wip]	v. r.
<i>well</i>	[wel]	<i>we are</i>	<i>whip</i>	[wip]	látigo, azote
<i>well</i>	[wel]	<i>were not</i>	<i>whirl</i>	[wɜ:l]	v. r.
<i>well-off</i>	['wel'o:f]		<i>whisky</i>	['wiski]	whisky
			<i>whisper</i>	['wispə(r)]	v. r.
<i>were</i>	[wə:(r)/wə(r)]		<i>whisper</i>	['wispə(r)]	susurro, murmullo
<i>we're</i>	[wie(r)]		<i>white</i>	[wait]	blanco
<i>weren't</i>	[wə:nt]		<i>who</i>	[hu:]	quien, quie- nes

<i>who is... like ?</i>	['hu: iz... like?]	¿cómo es él, ella?	<i>wine</i>	['wain]	vino
<i>whole</i>	[həul]	entero, todo	<i>wing</i>	['wiŋ]	ala, flanco
<i>whom</i>	[hu:m/hum]	ob. de <i>who</i>	<i>winter</i>	['wintə(r)]	invierno
<i>whose</i>	[hu:z]	posesivo de <i>who</i>	<i>wintry</i>	['wintri]	de invierno
<i>whose?</i>	[hu:z?]	¿de quién, de quiénes?	<i>wire</i>	['waiə(r)]	alambre, tele- grama
<i>why</i>	[wai]	por qué	<i>wireless</i>	['waiəlis]	radio, inalámbrico
<i>wide</i>	[waid]	ancho, dila- tado	<i>wisdom</i>	['wizdəm]	sabiduría, juicio
<i>widely</i>	['waidli]	extensiva- mente, mu- cho	<i>wise</i>	['waiz]	sabio, juicioso
<i>widen</i>	['waidn]	v. r.	<i>wish</i>	['wiʃ]	v. r.
<i>width</i>	[widθ]	anchura, ancho	<i>wish</i>	['wiʃ]	deseo
<i>wife</i>	[waif]	esposa	<i>with</i>	[wið]	con
<i>wild</i>	[wail]	salvaje, silvestre	<i>withdraw</i>	[wið'dro:]	v. i.
<i>wild animal</i>	['waild 'animəl]	animal sal- vaje	<i>within</i>	[wi'ðin]	dentro, adentro
<i>wildly</i>	['waildli]	salvajemente, sin cultivo	<i>without</i>	[wi'ðaut]	sin
<i>wilderness</i>	['wildənɪs]	desierto, pá- ramo	<i>witness</i>	['witnis]	testigo
<i>will</i>	[wil]	voluntad, tes- tamento	<i>witness</i>	['witnis]	v. r.
<i>will</i>	[wil]	v. i. defectivo	<i>wizard</i>	['wizəd]	mago, hechi- cero
<i>willing</i>	['wiliŋ]	gustoso, dispuesto	<i>woe</i>	[wəu]	pena, aflic- ción
<i>willingly</i>	['wiliŋli]	gustosamente	<i>wolf</i>	['wulf]	lobo
<i>will you?</i>	['wil ju?]	¿quieres?	<i>woman</i>	['wumən]	mujer
<i>win</i>	[win]	v. i.	<i>women</i>	['wimin]	mujeres
<i>wind</i>	[wind]	viento, aire	<i>wonder</i>	['wəndə(r)]	v. r.
<i>wind</i>	[waind]	v. i.	<i>wonder</i>	['wəndə(r)]	maravilla, ad- miración
<i>wind around one's fingers</i>	['waind ə'raund wənz 'fiŋgəz]	ejercer com- pleto domi- nio sobre..	<i>wonderful</i>	['wəndəfʊl]	maravilloso
<i>winding</i>	['waindiŋ]	serpenteante, sinuoso	<i>wonderfully</i>	['wəndəfʊli]	admirable- mente
<i>window</i>	['windəu]	ventana	<i>won't</i>	[wəʊnt]	<i>will not</i>
<i>window blind</i>	['windəu blaind]	persiana	<i>wood</i>	[wud]	madera, bos- que
			<i>woodchuck</i>	['wudtʃʌk]	marmota
			<i>wooden</i>	['wudən]	de madera
			<i>woods</i>	['wudz]	bosque, selva
			<i>wool</i>	['wul]	lana
			<i>woolen</i>	['wulən]	de lana
			<i>word</i>	['wɜ:d]	palabra
			<i>work</i>	['wɜ:k]	v. r.
			<i>work at</i>	['wɜ:k ət]	trabajar en
			<i>workman</i>	['wɜ:kmən]	trabaja- dor (n.)
			<i>work out</i>	['wɜ:k 'aut]	acabar
			<i>workshop</i>	['wɜ:kʃɒp]	taller
			<i>works of art</i>	['wɜ:ks əv 'ɑ:t]	obras de arte

*work to do* ['wə:k tu 'du:] trabajo que  
hacer

*world* [wə:ld] mundo  
*worm* [wə:m] gusano  
*worn out* ['wo:n 'aut] gastado,  
usado  
*worry* ['wəri] v. r.  
*worry* ['wəri] ansiedad, in-  
quietud

*worse* [wə:s] peor  
*worship* ['wə:ʃɪp] culto, adora-  
ción

*worst* [wə:st] de *bad*  
*worthless* ['wə:θlis] despreciable,  
indigno

*worthy* ['wə:ði] digno, mere-  
cedor

*would* [wud/wəd/d] de *will*  
*wouldn't* ['wudənt] *would not*  
*would*

*rather* ['wud 'ra:ðə(r)] preferencia

*wound* [wu:nd] herida, lesión

*wound* [wu:nd] v. r.

*wrap up* ['rap 'ʌp] v. r.

*wreck* [rek] v. r.

*wreck* [rek] naufragio,  
ruina

*wretch* [retʃ] infeliz, mise-  
rable (n.)

*wretched* [retʃt] infeliz desdi-  
chado (a.)

*wretched-*  
*ness* ['retʃɪdnɪs] desgracia,  
desventura

*wrinkle* ['rɪŋkl] arruga, surco

*wrist* [rɪst] muñeca

*write* [raɪt] v. i.

*write down* ['raɪt 'daʊn] anotar, escri-  
bir

*writing-*  
*paper* ['raɪtɪŋ-  
'peɪpə(r)] papel de es-  
cribir

*wrong* [rɒŋ] equivocado,  
incorrecto

*wrong-doer* ['rɒŋ'duə(r)] malhechor

*wrought*  
*iron* ['ro:t'aɪən] hierro for-  
jado

## — Y —

— *y* [-ɪ] (sufijo)  
*yard* [ja:d] yarda, patio  
*yawn* [jo:n] v. r.  
*year* [jiə(r)] año  
*yearly* ['jiəli] anual, anual-  
mente

*yellow* ['jeləʊ] amarillo

*yes* [jes] sí

*yesterday* ['jestədi] ayer

*yet* [jet] todavía, aún

*yet* [jet] sin embargo,  
no obstante

*yield* [ji:ld] v. r.

*yonder* ['jɒndə(r)] allí, ahí, allá

*York ham* ['jo:k 'hɑm] jamón cocido

*you* [ju:/ju] p. per. sujeto  
y ob.

*you'd* [ju:d] *you had*,  
*you would*

*young* [jʌŋ] joven (a.)

*young lady* ['jʌŋ'leɪdi] señorita

*young man* ['jʌŋmæn] un joven

*your* [jo:(r)/juə(r)] a. pos.

*you're* [juə(r)] *you are*

*yours* [jo:z/juəz] p. pos.

*yours*  
*sincerely* ['jo:z sin'siəli] de Vd. aten-  
tamente

*yourself* [jo:'self/  
juə'self] se (usted mis-  
mo)

*yourselves* [jo:'selvz/  
juə'selvz] se (ustedes)

*youth* [ju:θ] juventud

*youthful* ['ju:θfʊl] juvenil, vigo-  
roso

*you've* [ju:v] *you have*

## — Z —

*zero* ['ziərəʊ] cero, nada

*zone* [zəʊn] zona

*zoo* [zu:] jardín zooló-  
gico

